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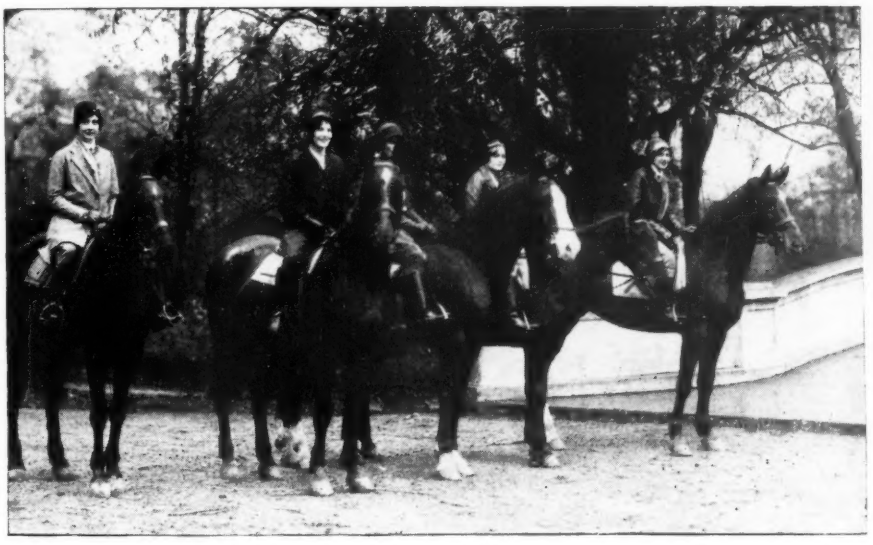

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Vol. II ✣ NOVEMBER, 1931 ✣ No. 9

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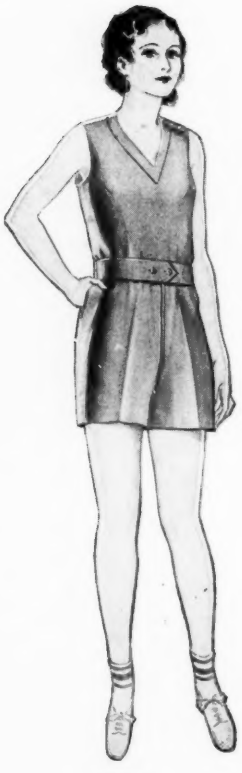

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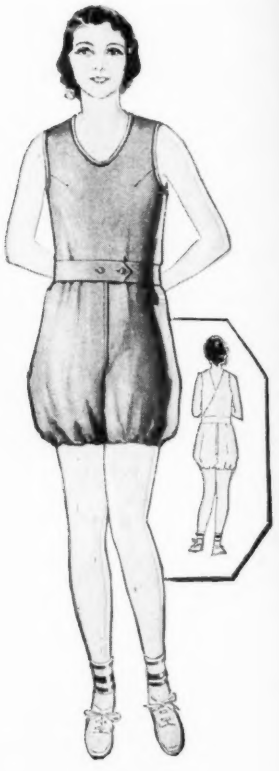

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In This Issue

THE PROBLEM OF ADMINISTERING HEALTH AND PHYSICAL EDUCATION IN SECONDARY SCHOOLS. *William H. Bristow and Charles D. Vibberts* 3

PIONEERS IN PHYSICAL EDUCATION..... 6
R. Tait McKenzie

VALUES IN RHYTHMICS. *Emily White* 8

PLAYGROUNDS AND SAFETY. 10
Albert W. Whitney

A POINT SYSTEM FOR GIVING MARKS IN PHYSICAL EDUCATION. *Kathryn D. McCabe* 11

AN INTERNATIONAL LABORATORY 14
Theodore Wuerfel

EDITORIALS 18

VARIOUS SYSTEMS OF PHYSICAL EDUCATION. 20
Elmer Berry

DEFINITE HEALTH EDUCATION APPROACHES. 22
Mary May Wyman

BUILDERS OF CHARACTER OR TEACHERS OF ACTIVITIES? *E. M. Sanders*..... 24

PHYSICAL EDUCATION IN SPECIAL CLASSES.. 26
W. Herbert Grigson

SYMPOSIUM OF PREVENTIVE AND CORRECTIVE PHYSICAL EDUCATION 32

HOW MUCH FASTER CAN SPRINTERS TRAVEL? *David P. Willoughby* 34

CAMPING AND WOODCRAFT AS PART OF THE PHYSICAL EDUCATION PROGRAM..... 38
Carolyn V. Weems

PHYSIOLOGY AT THE SERVICE OF PHYSICAL EDUCATION: 11. The Heart Size—Immediately After Exercise. *Arthur H Steinhaus*.. 40

AROUND THE COUNTRY WITH J. E. ROGERS.. 42

IT MAY INTEREST YOU TO KNOW 44

BOOK REVIEWS 60

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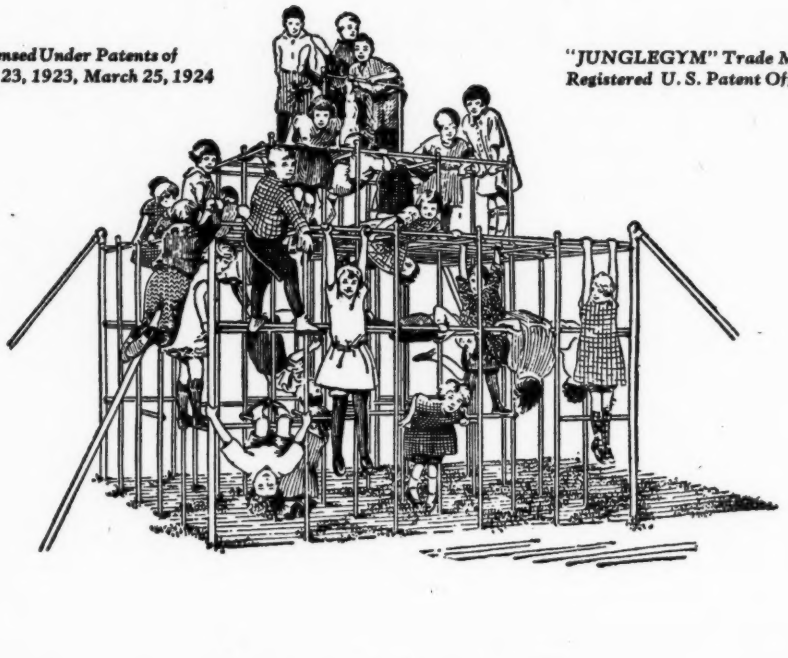

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The Problem of Administering Health and Physical Education in Secondary Schools

By

WILLIAM H. BRISTOW
Director, Secondary Education

CHARLES D. VIBBERTS
Supervisor, Health and Physical Education, Pennsylvania

I. Convincing Leaders of the Importance of the Health and Physical Education Program.

The committee on the reorganization of secondary education, in the bulletin "Cardinal Principles in Secondary Education,"* listed health as deserving of primary consideration. This, and other facts including the examination of men for military service during the World War, and the emphasis being placed upon the health problem by other agencies, has brought the problem of health and physical education in the secondary school to the front during the past few years.

A total of thirty-six states have enacted laws permitting or requiring health and physical education in the secondary schools. Twenty states have state directors of health and physical education serving as staff members of the Departments of Public Instruction. There are 139 institutions now engaged in training teachers of health and physical education. Pennsylvania, at the present time, has 1807 teachers of health and physical education—1187 on full time and 620 doing part time teaching. Few schoolmen today will not admit that health should be one of the foremost factors in the development of any educational program. There are those, however, who maintain that instruction in health and physical education should be incidental rather than an integral part of the school curriculum. Consequently, there are as yet many secondary school pupils who are receiving little or no instruction in a well developed program of health and physical education.

The difficulties in getting the health and physical education program under way arise from two causes. *First*, a failure on the part of those responsible for school policy, to recognize the importance of an organized and coordinated program of health and physical education; and *second*, because of the fact that in the past, materials in both health and physical education have not been organized on a highly satisfactory basis, and there has not been a coordinated effort on the part of agencies dealing with this field of endeavor.

In this regard the work in physical education has been on a more satisfactory basis than the health instruction and general health service program.

Another problem which has arisen has its beginning in the nature of the secondary school problem in this country. Even as yet, 60 per cent of the secondary schools in the United States have an enrollment of 100 or fewer pupils. In such schools, the problems of equipment, teaching personnel, etc., call for much study. It is only occasionally in such schools that a teacher or principal has been found who is vitally interested and at the same time trained in the field of health and physical education. Heretofore the health work in such centers, as is also the case in many larger centers, has been neglected because it is considered that a poorly supervised athletic program meets the requirements of the health objective.

Another difficulty which has a great bearing on the health program is the apparent lack of coordination of the agencies dealing with it. A State Board of Health which often includes a Medical Inspection Division, a Dental Division, a School Sanitation Division, and Nursing Service is frequently so organized that there is little coordination with those responsible for the administration of the school programs of health and physical education. Pennsylvania seems to be exceedingly fortunate in having a maximum of cooperation between the Department of Health and the Department of Public Instruction in this connection.

In Pennsylvania the State Department of Health, through a Bureau of Child Health, has charge of school medical inspection. The follow-up work in most cases is done by school nurses, under the direction of the Supervisor of School Nursing, a member of the Department of Public Instruction. Where school nurses are not available, the follow-up work is done by the instructors of health and physical education.

One of the outstanding achievements in the program of coordination of activities in Pennsylvania is the school nurse. The chief duties of the school nurse are outlined as follows:

1. Performing follow-up work.
2. Accompanying children to dispensary.
3. Making classroom inspections.
4. Recommending exclusion from school.
5. Investigating unexplained absence.
6. Holding individual conferences.
7. Promoting a healthful school environment.
8. Keeping records.

The school nurse must be a graduate of an approved four-year high school and an accredited school of nursing. Graduation from a three-year school of nursing, showing evidences of four years of successful school nursing, and having not fewer than twelve semester

* Bulletin No. 35, published in 1918 by Bureau of Education, Washington, D. C., under imprint of National Education Association.

hours in professional education, entitles a nurse to a permanent standard certificate and the district employing such a nurse is reimbursed the same as for any other teacher.

II. Providing Satisfactory Instructional Material.

To the general administrator, three problems suggest themselves relative to the materials of instruction.

1. The development of aims and objectives. In any field, aims and objectives have often been vague and indefinite. The Bureau of Health and Physical Education of the Department of Public Instruction has set up the following inclusive program in health and physical education in which the aims and objectives are apparent:

A. The Health and Physical Education Program.
   (1) The health program should include:
      a. Health service: the health examination by the school physician; follow-up measures; prevention and control of communicable diseases; clinics.
      b. Healthful school environment: provision for a hygienic building, equipment and grounds; proper sanitation and care.
      c. A hygienic organization and administration of the school curriculum; arrangement of subjects; pupil load; extra-curricular activities; provision for rest and relaxation; healthful arrangements for the lunch hour; mental hygiene.
      d. Health instruction: specific time allotted for health teaching to all pupils; promotion of health training and instruction through integration in the whole curriculum.
      e. Physical education: certain phases which contribute to the improvement and maintenance of personal health.
      f. Health of the teacher: promotion and protection of the teacher's health; teaching load; opportunities for relaxation; healthful environment.
   (2) The physical education program should include:
      a. A health examination of all pupils.
      b. A healthful environment for physical education.
      c. Adequate provision for showers and lockers.
      d. An adequate amount of vigorous physical activity for all pupils.
      e. Provision for participation in a wide range of physical education activities which offer opportunities for (a) training in social relationships, (b) the development of mental capacities, (c) enrichment of emotional experiences and the learning of emotional control, (d) the development of neuromuscular skills, (e) the development of interest and skill in activities which may be used in leisure time.
      f. Trained leadership.

2. It is important that the activities and content of the health and physical education course be organized upon a progressively developing basis. Too often in health instruction, the materials offered in the secondary school have been covered in the elementary school. The Bureau of Health and Physical Education has concerned itself with remedying this fault through the issuance of carefully graded bulletins in the elementary and secondary fields. The same process is being followed in the field of physical education.

3. The following guidance principles relative to the grade placement and organization have been suggested:

A. Health Instruction:
   1. The essential material should be placed in the lower levels so as to serve the boys and girls who discontinue school attendance in the earlier secondary school years.
   2. The material should meet the changing health needs of high school pupils.
   3. The material should coordinate with specific community or national activities—"Clean Up Week," etc.

B. Physical Education:
   1. Keep in mind the ages, sex, and other individual difference of pupils.
   2. Use only activities that are approved and safe for the varying groups.
   3. Select material giving logical progression.

   In general, health and physical education activities should be organized with definite relation to the present needs of the pupil and as far as possible to the future interests and experiences.

III. Making a Place in the School for Health and Physical Education Work.

Even after leaders have been convinced that the health and physical education program is such as to deserve their attention, and satisfactory materials and methods have been provided, the problem of making a place in an already crowded program confronts those responsible for the administration of the secondary school. The recommendations made by the committee dealing with the health and physical education section of the Sixth Yearbook of the Department of Superintendence,* recommended that one period of hygiene and four periods of related work in physical education should be provided.

In Pennsylvania we have compromised in this matter by making three periods of health and physical education, one of which is devoted to health instruction, the minimum program for secondary schools. The problem is, of course, one of relative values. It is frequently difficult to convince those responsible for the administration of the work that the health and physical education program deserves the same attention as English, mathematics, science, vocational subjects, etc. Those responsible for the health program have frequently not had an adequate time allotment for the work. Anything

* The High School Curriculum, Seventh Year-book, Department of Superintendence, 1928.

which the school might decide to schedule and call health and physical education has in such cases been labelled a satisfactory program.

We have found the following suggestions helpful in scheduling the health and physical education classes:

1. *The use of a longer period.* The Department recommends the use of a period approximately one hour in length. When this is done courses which do not require laboratory work may recite four times each week. This procedure simplifies the problem of scheduling. An hour is none too long for the physical education period, especially when time must be taken out for changing dress.

2. *Reduction of load which pupil is permitted to carry.* In some secondary schools pupils have been permitted to carry a load in excess of their mental and physical capacity. This is discouraged for we feel that mental health is fully as important as physical health.

3. *Reduction of the offering in small schools.* It has been necessary to reduce the offering in certain small schools. This is done upon the theory that the health and physical education program is quite as important as any other subject of instruction.

4. *Scheduling of special subjects first.* It is our general policy to recommend that all special subjects be scheduled first. If this is done, the problem of grouping pupils so that those of about the same size level will be simplified.

IV. Adapting the Program to Various Types of Situations.

One of the most difficult problems which those responsible for the organization and administration of a state program of physical education have before them is the development of a flexible plan which can be adapted to the various types of school situations. This problem may be more carefully analyzed when one realizes that the typical school situation is a small school. In Pennsylvania the School Code provides for four-year high schools, three-year high schools, two-year high schools, junior high schools, senior high schools, junior-senior high schools, and vocational schools. The work must, therefore, be organized so as to fit in with the program of these various schools. Likewise, the size of the school has considerable to do with whether or not a satisfactory program can be organized. In Pennsylvania, 615, or 51.9 per cent of the 1187 high schools, have seven or fewer full time teachers. The medium high school in Pennsylvania has seven teachers, and an enrollment of fewer than 150 pupils. Likewise, the teacher problem is a pressing one particularly in the smaller schools. We are going on the assumption, however, that the health and physical education program of the school should occupy as important a place in the work of the school as any other subject, and that progressively it should be installed as a part of the program of all classified secondary schools.

Our health and physical education group is concentrating on the problem of the small school, adapting the program of both hygiene instruction and physical education to these situations. One of the greatest contributions which they are making at the present time, is in giving definite suggestions and recommendations concerning all phases of the program.

V. Building Facilities.

Closely allied with the problem of adapting the program to meet the various types of situations, is that concerning adequate building facilities. Many of our secondary schools do not as yet have gymnasium facilities. In these cases, it is largely a problem of developing work which can be carried on in the classroom, in a play room, out-of-doors, or in some hall which has been rented. All of these steps have been made in various communities. Where facilities outside of the school are utilized, one of the most difficult problems is that concerning proper shower and locker facilities. This is a problem that can only be remedied by study over a long period of time.

In the case of new buildings, it is the policy of the Bureau of School Buildings to collaborate with the Secondary School Division and Bureau of Health and Physical Education with regard to the approval of plans and specifications. This makes it possible for both divisions to check the building with reference to its adequacy, both for the present health and physical education program, and what may be expected as the work is improved and extended.

In connection with the outdoor program, considerable study is needed of the type of equipment which should be recommended. If shower and locker room facilities can be provided in a building, and classrooms adapted for such activities as folk-dancing, etc., it should be possible to carry on, for a greater portion of the year, a well organized out-of-door physical education program by the use of out-of-door facilities. While little has been done in the development of the out-of-door gymnasium, it holds considerable prospect for the smaller communities.

In connection with a building program, other features of the building are fully as important as the gymnasium for the administration of the health and physical education work. It is essential that each school be provided with a rest room and an emergency or health room. It is also essential that other hygienic factors be observed.

VI. Securing Satisfactory Personnel.

One problem of outstanding importance is the securing of properly prepared teachers. Three of the State Teachers Colleges in Pennsylvania, in addition to five other institutions, are engaged in training teachers for the field of health and physical education. The number of graduates from these eight institutions makes it possible to care for those districts requiring the service of a full-time health and physical education instructor. In the smaller districts, the need is for a teacher of health and physical education who may be qualified to teach certain academic subjects in addition. Consequently, the State Teachers Colleges are requiring each health and physical education student to minor in one or more academic subjects. The present policy in small high schools not having specialists in this field, is to select the

(Continued on page 51)

Pioneers In Physical Education

and the Lessons We May Learn from Them

—Personal recollections of four outstanding men,—Dr. Edward Hitchcock, of Amherst, the first to use Anthropometry in Physical Education; (2) Dr. Dudley Allen Sargent, of Harvard University, the inventor of gymnastic apparatus; (3) Dr. Luther Halsey Gulick, the Missionary and Promotor of Physical Education; and (4) Dr. Ernst Herman Arnold, the teacher.

(A Paper Read at Trenton, N. J. May 2, 1931)

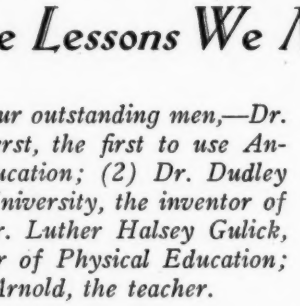
By

R. TAIT McKENZIE, M.D., L.L.D.

Sometime Director of the Department of Physical Education, and Research Professor, University of Pennsylvania

Dr. Edward Hitchcock

IT was in the year 1861 that Dr. Edward Hitchcock initiated the "Amherst plan" which he followed for almost sixty years. This plan included measurements, health supervision, and regular exercise for students.



Dr. Edward Hitchcock

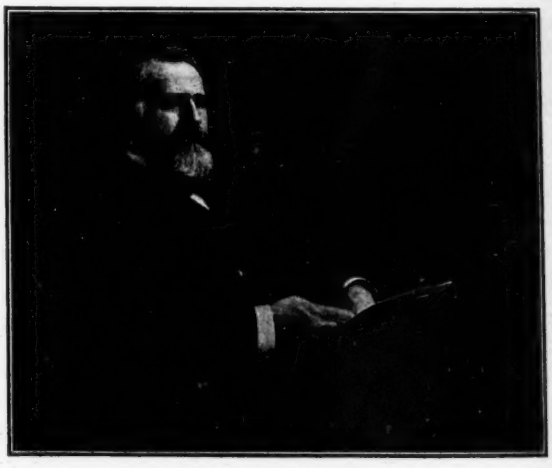
By this plan he succeeded in showing that growth was accelerated by exercise; that the sick rate among students could be decreased during the college years, and that regular required exercise could be made progressive and attractive.

I first met Doctor Hitchcock at Amherst about 1893, when I was organizing the same kind of work at McGill University. He was most kind and took me over all his records. The last time I saw him was when the American Physical Education Association met at Springfield and we took a trip to Amherst. The Doctor, then an old man (who died in 1911) showed us over the gymnasium, talked to us, and afterward climbed into his cutter with his wife, pulled up the Buffalo robe, cracked his whip and drove off, accompanied by the clapping and hand-waving of the group. He had a fine sense of mordant humor, and at the great dinner organized by Doctor Gulick given in his honor in 1900, he made an inspiring address, telling of the importance of the scientific side of Physical Education, and many who sat at that table were stimulated to better work.

After dinner, I remember leaving the hotel with Doctor Sargent and Mr. Blaikie, whom I had met for the first time. He was a handsome, upstanding, genial man with curly hair, Roman nose, and clean-cut features. He carried a bouquet of flowers away from the table and had them in his hand as we came out on Forty-Second Street from the Manhattan Hotel. A drunken youth lurched up against him and put his arms around him and said, "Where did you get the flowers, Dad?" Blaikie took him firmly by the collar, stood him off, looked at him for a moment, and then said, "Well, I am proud of my son," and let him go. He disappeared at once. It was all over in an instant, but was characteristic of the dynamic Blaikie, the author of "How to Get Strong." But to return to Doctor Hitchcock, he was always first a scientist, so far as physical education was concerned. He was a pupil of Owens in London, and his observations and tables of measurement have been the tree from which all subsequent branches have sprung.

We can compare student growth for a continuous sixty years; and from this we know that the young American boy and girl is now taller and heavier for his age than his ancestor of sixty years ago.

The lesson to be learned from his life is the importance of accurate and truthful observation which does not twist facts in order to make them bear a preconceived idea. The founding of conclusions on observations that are not exact and scientific has been the bane of much of our work.



Dr. Dudley Allen Sargent

Dr. Dudley Allen Sargent

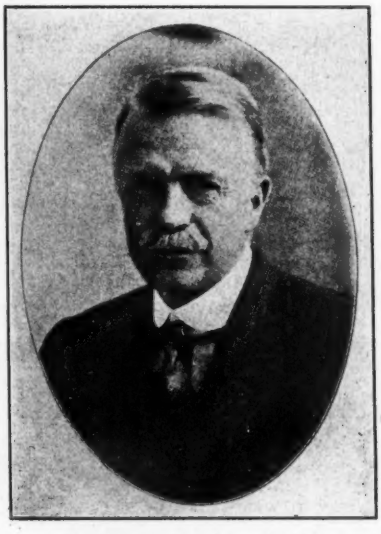
Doctor Dudley Allen Sargent had a hard but healthy life as a boy in a small village in Maine. Restless and active, he swam and climbed, and finally discovered the possibilities of gymnastics, which were always referred to by his neighbors as "monkey shines." So

good did he become that he joined a traveling circus, gave one act on the horizontal bar and another on the balancing trapeze; and when he found that this life did not suit him, his ability as a practical gymnast got him a job as instructor in gymnastics and boxing at Bowdoin College, where he began the invention of apparatus which was to make his name famous.

After taking his degree at Bowdoin he went to Yale for his medical course, paying his way by his gymnastic teaching, and after graduation he opened a "Sanitary Gymnasium for Men, Women, Children, and Invalids" in New York.

There he met William Blaikie, and when the new Hemenway Gymnasium was ready at Harvard in 1879, he was offered the position of Assistant Professor of Physical Education and Director of the Gymnasium. In the equipping of the gymnasium, he had free play for his ideas. He designed machines to imitate the actions of rowing, paddling, chinning the bar, pushing up on the parallel bars—all capable of being regulated to accommodate the strength of the strong and the weakness of the weak. This was done by the use of the pulley-weight principle, the resistance being increased by adding weights according to the strength of the user of the machine.

He arranged exercises in prescriptions after medical examination, and each student was given individual work. We do not perhaps realize that all of our chest weight apparatus is a development of his inventive genius; and there are many more machines that did not survive, notably the "Inomotor," a machine which could be geared so that a four-mile boat race could be



Dr. Luther Halsey Gulick

rowed on a gymnasium floor fifty feet in length using any combination of flexors and extensors in propelling it.

I took his summer course in 1890, and thus began a friendship which lasted to the end of his life. I took the course again in 1900, and for a number of years afterward lectured on Artistic Anatomy in his summer school.

It was my privilege to write the introduction to his Autobiography which he left incomplete at the time of his death. His mind was always alert. He had an artist's interest in everything that pertained to movement—a lesson that we might all learn from him. He measured, photographed, and tested great athletes to probe their secrets, and many a time we have gone to see "fakers" with their lurid claims and to find out what they really thought and how they worked. His

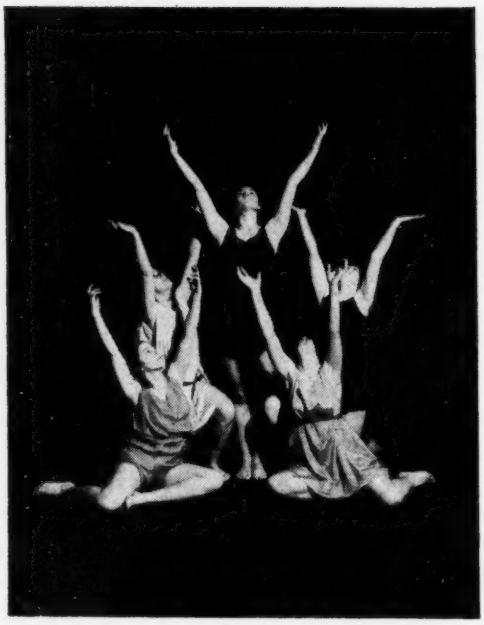
Dr. Ernst Herman Arnold

school for teachers and his summer school were always a great burden to him, because he could not easily delegate work to others, and he always gave me the impression of being a tired man. Early in life he once carried two jobs. He delivered newspapers along a route and drove a cow to pasture at the same time. When he went in to deliver a paper the cow strayed, and when he was getting the cow back on the road he could not deliver his papers. He had, as he once said to me, been trying all his life to deliver papers and drive a cow at the same time. He had a rich mine of material that he never had time to write up and publish. He was always waiting for the leisure that never came; and I think one of the chief lessons to be learned from his life is that one should never delay in putting down on paper original or good work while it is fresh. The present is always the proper time, and do not let the urgent displace the important. If you do, you will never recapture the moment of insight and enthusiasm. He influenced Physical Education more than any man of his time—in the training of teachers, in the invention of apparatus, and in the spreading abroad of the gospel of sound physical education—but he never rose to the height of which his fine mind was capable, and the literature of Physical Education is the poorer because of this.

Dr. Luther Halsey Gulick

A different type of man was Luther Halsey Gulick, born in Honolulu in 1865. At Oberlin in 1885 he met

(Continued on page 52)



Values in Rhythmics

By

EMILY WHITE

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TO the average person, rhythm means the pulsation within his own body in response to music and probably too he is aware of the rhythmic rise and fall of his breathing and the beating of his heart, but it is something he thinks of and experiences immedi-

ately within himself. Only secondarily, perhaps, is he aware of the larger, more universal rhythms of nature, such as the rotations of the seasons, the ebb and flow of tides, the waxing and waning of the moon, the rising and setting of the sun or the rhythmic cycles of the spheres, and even less perhaps is he aware of the delicate rhythmic patterns in shells and flowers or the uneven strange rhythms of our organized daily political, economic and social life.

Many people have attempted at various times to define rhythm. It has been variously defined in terms of continuity, as a universal principle, as the persistence of force, the formative principle of art, and as movement. Why do all forms of life and of individual and social behavior take on and develop rhythmic patterns? Some one has said, all life is a manifestation of rhythm —when rhythm no longer permeates living beings, life ceases. It is a dynamic force pervading the whole cosmic realm. Yet if a competely adequate explanation of rhythm and the rhythmic impulse were possible, maybe one of the secrets of life itself would be solved!

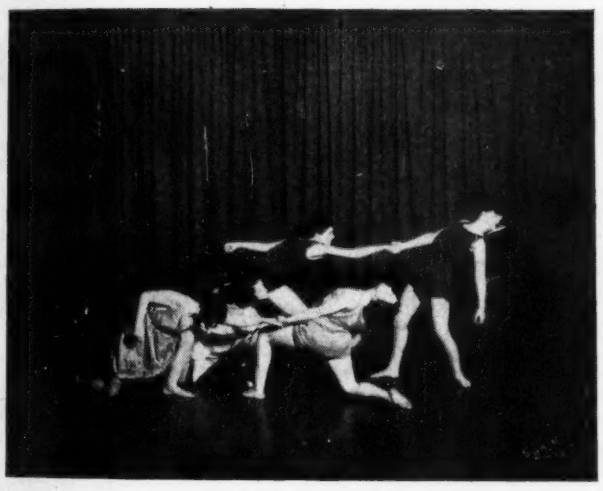
We are aware of the fact that the human body is in some mysterious way attuned to rhythm. We are told that the motor impulse for rhythm is an instinctive tendency, chiefly unconscious and largely organic, that rhythm has biological value in contributing to efficiency and satisfaction and that there is a common motor scheme which links rhythmic sound and emotion and movement together.

We have experienced the fact that rhythm gives a feeling of freedom and expanse, a feeling of balance and of power. Rhythm is emotional when highly developed and results in the response of the whole organism to its pulsation. It is a primary motive for play which is free self-expression for the pleasure of expression, and through play it leads to self-realization. To the person who is endowed with this gift in a high degree, it is one of the greatest sources of pleasure to be enjoyed, not only in music where we find the most complex and fascinating forms, but in the more subtle rhythms of the arts, and in the commonplace humdrum of life.

What is the cause of the inexplicable satisfaction derived from hearing recurring rhythms and melodies in music—or the satisfaction and pleasure derived from experiencing the rhythms and melodies of music through movement? Probably the happiest form of rhythmic activity is experienced through bodily movement in the dance. If it is agreed that rhythm is an all-pervading vital force in life, it may be concluded that human beings will benefit by rhythmic training in coordination and movement.

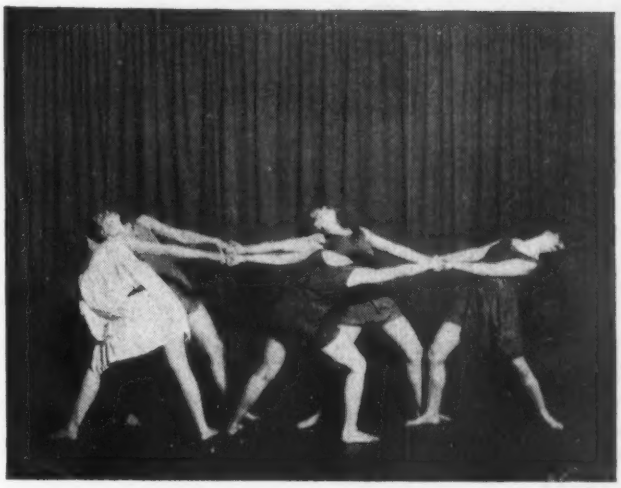
In developing people rhythmically, we aim to make their whole being sensitive to and responsive to music. We experience the different elements of music such as rhythm melody, phrasing accent and dynamics and learn to hear and respond freely to these elements with our whole bodies. Not simply an outward coordination of the body but a true inner hearing, a genuine rhythmic response is developed. It is known that an increased musical consciousness and appreciation is developed through experiencing music in movement.

By means of a series of fundamental exercises, one is taught relaxation, flexibility, coordination, and the use of the body as a whole. In all rhythmic activities, movement of the freest, easiest, most vigorous and vital type is aimed for. Constant opportunity is given throughout, when working on body exercises or



in listening to music, for creative activity, for the development of imagination, initiative, originality and self-direction. These qualities will be recognized as being the chief objectives and values of progressive education. They draw the individual out, help him to rely on himself and develop his own rhythm and his own potentialities and personality. Another important value to be derived from rhythmics is the opportunity for emotional release and expression through the medium of music. It is widely recognized today that it is wiser to intelligently direct one's emotions toward a satisfying and worthwhile outlet than to suppress them or let them run riot. John Dewey, the great educator, substantiates this by saying, "Creative exertion draws off emotion into constructive channels."

In addition to these educational values, it is obvious to anyone who knows and loves music, that through it



an increased interest and appreciation leads on to an interest in the other arts of drama, painting and sculpture, and so offers ample opportunity for an increased experience in becoming familiar with the arts of all nations and all times, and so again the work contributes to the development of an enriched personality.

Simple dance forms are taught and dances of various types are worked out by the girls from the music itself. They learn that the musical phrase is the basic unit on which the dance is built and come to an increased understanding of musical, as well as dance, composition in this way. The dance as an art form is a very wide field; every nation has a different type. For those who wish to become artists in, say, Spanish or Oriental dancing, extreme specialization is necessary. What we aim to do in Rhythmics is to lay a firm foundation in children and young people for those elements that are fundamental in any form of dance, namely, relaxation, flexibility, coordination, a development of musical consciousness throughout the whole body and the capacity for creative expression. Furthermore, would it not be possible for anyone to profit by experiencing and acquiring these qualities? Are they not of considerable value for any individual whether or not they be interested in the dance as an art form?

As a contrast to this work, compare the type of program that was taught ten or fifteen years ago in most normal schools and departments of physical education. First of all, music was of relatively little importance—it was regarded simply as an accompaniment, accent and tempo being the most important thing, the quality used being distinctly inferior. It would not have been thought possible to use music of Scriabine and Debussy or to dispense with music altogether and to create free rhythms. Physically, the type of movement taught was artificial and rigid. The back was held in a hyper-extended position as a central pivot around which the elaborate coordinations of arms and legs took place. The whole leg was rotated outward, the feet distorted. The stereotyped ballet, already passing as an art form, prevailed. "Expression" in those days was conceived of as an exact imitation of every movement, gesture, and facial expression of the

(Continued on page 46)

Playgrounds and Safety

By

ALBERT W. WHITNEY

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UNDOUBTEDLY the playground movement has made a distinct contribution in increasing the safety of children. This is particularly true during the summer months when children are not in attendance at schools. Summer months will naturally tend to be dangerous months, especially in our cities, but the throwing open of playgrounds has had a useful effect in reducing the more serious types of child accidents. In fact, a recent study of child accidents for the last three years in New York City showed that there were actually 20 per cent fewer fatalities during the months of July and August than in September and October.

Streets are dangerous play spaces. Even so-called "play streets," where traffic is supposed to be shut off by police department markers or stanchions, may not be safe. But when children are in supervised playgrounds or supervised swimming places, we can be reasonably sure that they are safe.

In connection with water-safety, playgrounds have one important responsibility. It is a well known fact that 40 per cent of all drowning fatalities are those of persons between the ages of 5 and 20. This type of accident reaches its peak during summer months. Playgrounds that are provided with swimming pools have definite responsibilities here. It is not enough just to teach children to swim. This, of course, does make them safer in or about the water. But it is likewise important to see to it that they learn the dangers of the water, that they go swimming where there is adequate supervision and do not take chances in the water. Many playground systems are doing superior work along this direction. Not only do they teach a large number of persons to swim and pass life-saving tests, but they also provide a superior type of supervision over the safety of the children at various swimming places.

A Safety Program for Supervised Playgrounds

The following are suggested as worthwhile safety activities for playgrounds:

1. Encouraging by various methods an increased attendance on playgrounds. When interesting activities are provided for various ages, children will be attracted to playgrounds. A well organized and varied program will tend to keep children off the streets. This is particularly true for the period around July 4th. Patriotic programs, parades, competitive games and sports, demonstrations, music, and other activities will do much to provide interesting and safe amusement and recreation on Independence Day and other days during the summer months.

2. Providing safety patrols to safeguard children on the way to and from playgrounds. The police department may help here or older boys or girls may be used at dangerous crossings near the playground.

3. Providing safety patrols or aids to assist directors in playground activities. This volunteer assistance may be made very useful. It is humanly impossible for the director to supervise all activities but volunteer leaders can help prevent accidents around slides, swings, and other apparatus.

4. Providing educational materials on safety. This may be in the form of posters or lessons. Some playgrounds feature first aid instruction. Others give demonstrations, plays, and pageants featuring safety. Still others teach swimming and life-saving. Motion pictures and slides are shown in many cities. These educational activities are very much worthwhile, particularly if they are followed up by a checking of the habits of the children.

For the story telling hour at the playground some excellent safety adventure stories are available and the National Safety Council publishes a number of posters, plays, and pageants suitable for use on playgrounds.

5. Using an accident reporting system. This system is now used by many cities. It is the only way by which one can get at the facts of the causes of accidents. Accidents should be reported regularly and studied by the directors for the purpose of preventing a recurrence.

6. Providing safeguards in the construction and equipment of the playground. This is naturally very important and varies widely with the type of playground. In sections where there is heavy vehicular traffic, enclosed grounds are safer. Jumping pits should be spaded. Reasonably safe apparatus should be provided. Care should be used in preventing one activity from making other activities unsafe. On many playgrounds the director seems entirely oblivious to the danger of having boys playing baseball use large rocks for bases, when burlap bags could be obtained without cost.

While it is to be expected that there will be many unavoidable accidents on playgrounds, it has been found that careful supervision tends to decrease accidents. Minor mishaps may cause no serious harm. In fact, as mild adventures, they may have a useful educational value. We can be sure of one thing—that children are much safer on playgrounds than on the streets or playing in backyards, in dumps, on railroad tracks, docks, excavations and other places that they will frequent if playgrounds are not provided.

(Continued on page 58)

A Point System for Giving Marks in Physical Education

By

KATHRYN D. McCABE

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GIVING marks in physical education has long been a source of worry to the teacher and dissatisfaction to many pupils. So much is said about sportsmanship, reliability, cooperation, and other personal qualities in physical education classes and clubs that students, as well as teachers, very closely associate their mark in physical education with a mark in citizenship. A high mark is something distinguishing and something of which to be very proud. At all times marks are important and an integrated mark which represents mental, physical, moral and social attainments in physical education should be given.

By use of a point system for giving marks in physical education, the instructor will be able to give a fair grade, which the pupil, other pupils, and the teacher recognize as fair. It should be a composite grade which may include such factors as skill, participation, effort, attendance, showers, uniform, improvement in skill, accuracy, neuromuscular control, reliability, responsibility, leadership, courtesy, cooperation, better health habits, promptness, service, interest, neatness, obedience and knowledge of rules of games; also knowledge of manners and conduct acceptable in a refined, democratic society; and knowledge of health.

A similar point system for marking was originated by Mrs. M. J. Corwin, in Banning High School, Los Angeles, and Mr. Walling Corwin of San Diego High School. They applied this plan of giving marks very successfully to science and English classes. The principles of their plan were found to be well suited to physical education. This plan of marking should be used in all subjects and especially in physical education because there is so much opportunity for social and personal qualities to make their contribution toward the mark.

This point system for giving grades in physical education must not be confused with the Girls' Athletic Association system of points used to make awards to athletic teams and for leadership and service, so much in use in California.

The principle of this marking plan is that a pupil earns points for the right things she does and fails to get points for the things she is expected to do but leaves undone. For instance, for every day she is in class in complete uniform, participating in activity or resting as the case requires, she receives six points. If she takes a shower she receives two additional points. If she stays after school to play on a team, usually a home-room team, she gets from six to nine points in addition. It is not necessary to record the six points earned in class, but the shower points and the after school points are put in the roll book and the secretary or teacher looking at the book can see that the student earned fourteen points on that day, yet only the two and the six show on the book. Only points lost or gained need be recorded. It is advisable to total the points and post them on the bulletin board about every three weeks. This may be quickly done. Multiply six points every day by four times a week (unless the girl has physical education five times a week) by three weeks and add the extra points earned and subtract the points she has failed to get. The shower points are kept on separate records and have to be copied into the roll book, unless the girls bring towels from home. In schools where it is possible to require showers as part of the class program the bookkeeping is much simpler. Eight points can be given for the day's work instead of six.

This scheme for marking is very flexible. The instructor may offer new ways other than those suggested in which to earn points. However, the points must always be kept relative and well balanced.

The following are some of the ways in which a student may earn points:

		Number of Points
1.	A shower	2
2.	30 goals thrown correctly	3
3.	30 volleyball serves from 25 ft. line	3
4.	15 baseballs through target, underhand throw, 30 ft.	3
5.	Winning squad team in class	One red square
6.	Most games won in a sport in class	20
7.	Playing on teams after school	6-9
8.	Dressing in uniform to practice decathlon after school	3
9.	Captain who gets full team out	5
10.	Complete uniform first day of semester	20
11.	Towel card turned in on time	20
12.	Not being incomplete in uniform for ten weeks	40
13.	Good cooperation (no j, tk, t, dob, l, or unt) for ten weeks	40
14.	Satisfactory squad leader for ten weeks	26
15.	Satisfactory secretary for ten weeks	56
16.	Satisfactory towel girl for ten weeks	36
17.	Satisfactory time-keeper for ten weeks	21
18.	Satisfactory apparatus for ten weeks	22
19.	Satisfactory monitor for ten weeks	28
20.	Teeth o.k. certified by dentist	25
21.	Wearing oxfords to school daily	25
22.	Eyes examined and glasses if recommended by M.D.	52
23.	Tonsils removed if recommended by M.D.	99
24.	Promoted from corrective class	100
25.	Marked improvement in skill or sportsmanship	10-30
26.	Umpiring or refereeing after school	6

27. Refereeing regularly one night for ten weeks—six points each night also 32
28. Marked improvement in any line 10-30
29. Twenty questions answered correctly in test... 10
30. Fifteen questions correct in a test 8
31. A grade of "A" in a posture contest 7
32. Excellent posture maintained in a posture drill 8
33. Participation in dancing on school program... 15
34. Creating a dance which could be used in class.. 10
35. G.A.A. cabinet or committee meetings 6
36. Participation in scheduled games at noon 2-4

Ways in which a girl may fail to get points, the symbols used to indicate this, and the number of points lost for each offense are tabulated below:

Offense	Symbol	Points
1. Soiled, torn, nameless or no middy	m	2
2. Torn, soiled, nameless or no socks	s	2
3. Torn, soiled, nameless or no belt	be	2
4. No bloomers	b	2
5. No shoes or shoe strings	sh	2
6. Not dressed	nd	4
7. Absent from class and excused	—	6
8. Tardy	t	2
9. Loafing, unless excused to rest	l	2
10. Wearing jewelry in class	j	2
11. Talking during roll call	tk	2
12. Poor posture during roll call	p	2
13. Leaving clothes or basket out of place	unt.	2
14. Leaving purse or valuables out of place	dob	15
15. Going into the halls before bell	dob	15

Students entering late receive points for the weeks they were not in class according to the average they make the first four weeks in class.

It is advisable that points earned be recorded in numbers and it is desirable that each number mean some definite thing, i.e., 2 should always be two points for a shower, 3 should always represent accomplishments in decathlon events, and 4 should be participating in noon playground activities, etc. The roll book should show a detailed report of the pupil's record.

The following is a record of four girls' points for three weeks and the method used by the secretary in totaling the points:

	1st Week					2nd Week					3rd Week				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Brown, M.		—		t	m	nd	m	tk	—	t	dob				
Clark, G.	2	2	2	2	2				2	2	2	2	2	2	2
		6		3	9	3		6		9	6				
Dodge, H.			2		2		2		2	3	2	2		2	
Evans, D.		6		6	6	m	2	2	2		2	2	2		
	2	tk	2	2	2		6	6	6			6	9	6	

Brown, M., 72—41=31.
Clark, G., 72+66=138.
Dodge, H., 72+17=89.
Evans, D., 72+73=145.

The 72 is the number of points allowed for three weeks. Points lost or gained should be added or subtracted.

The emphasis must always be placed on earning points, not losing them. The stress on earning points will keep the point system a constructive instrument. Its purpose is defeated when an instructor converts it into a demerit plan for disciplining individuals. The students do fail to get points quite often in one way or another, but they must feel the points are automatically removed as a result of their failing to conform to a few rules, which have been set up—usually by the students themselves. Punishing a child by taking points off is the easy, lazy way.

There are two ways to determine the pupil's mark according to the number of points she has. One way, which a good many educators will prefer, is to have the marks follow a normal curve. It is easy to do this, especially if a definite number may be named, as the requirement for passing. There have always been several outstanding students whose total number of points far exceeds the others, and a definite break in the sequence of total points when the students are arranged on the list according to the number of points each has. With this plan it was found many girls were "overdoing"; so definite standards of marking by totaling individual points and comparing records for all classes were determined upon. Having a definite number of points for each mark is the second way in which to determine the mark.

1200 points in physical education and 200 in health instruction for twenty weeks, making 1400 points in all, is a high standard for an "A" that not over 10 per cent will be likely to attain. 975 points in physical education and 175 points in health instruction should be required for a "B" mark, especially after the point system has been in use a year or so. 750 points in physical education and 150 points in health instruction should be required for a "C." 500 points in physical education and 100 points in health instruction should be low enough to fail a very few, perhaps none at all.

It is desirable to have points earned in several ways for service, skill, participation, and excellent cooperation in class requirements. No pupil should hold more than one office at a time, nor for longer than one semester. It is desirable to pass honors and leadership around, and imperative to have the girl earn her points for playing on teams and practicing decathlon events as well as for service. The following is an approximate record for an "A" mark:

1. Perfect attendance and the wearing of a uniform daily 480
2. Participation in noon or after-school activities 300
3. Showers in class and after school 100
4. Not being incomplete in uniform (40 points each quarter) 80
5. Not having a j, t, tk, dob, unt, on record, 40 points each quarter 80
6. Wearing oxfords to school daily, 25 points per quarter 50
7. Teeth certified "ok" by a dentist 25
8. Average percentage for decathlon as skill tests 85
9. Service — (umpiring, squad leader, etc.) approximately 50
10. In healthful living—
    a. Attendance weekly for 20 weeks..... 120
    b. Keeping chart of health habits 50
    c. Reports on health topics or debates on health 15
    d. Complete notebook kept in class 15

Total 1450

Suggested privileges bestowed on high point girls are listed below:

She is eligible for class offices the following semester.

She receives 25 G.A.A. points.
She receives scholarship society points.
The highest point girl may be "teacher" on girls' day.

The criticism is sometimes made that this system of grading requires too much bookkeeping. Recording and totaling the points is really simple arithmetic which most volunteer student secretaries can do. The more responsibility given students the more they are able to assume and the more interest they take in the class and continuation program. If service is elective, there will likely be more volunteers than jobs. At the beginning of the semester the girl in the class who has earned the highest number of points the preceding semester should have the first choice of offices. It has been found many times that secretary, which requires the most time and responsibility, will be one of the first selected.

This point system relieves the teacher of many problems in discipline, saves time in promoting outside activities, and insures her a great deal of student help. Time saved from these things can be put into supervising the bookkeeping. It is essential that both the recording and totaling of points be accurate and an opportunity for cheating be removed as far as possible. The stimulus this plan of marking gives to activity and sportsmanship is well worth the additional time given to it.

The plan of giving bonus points has had a marked influence on reliability. The bonus points for regularly reporting as umpire or referee one night a week after school not only keep the playground supplied with experienced student umpires but it encourages them to learn to referee better and be dependable in service. Awarding bonus points to the girl who reports every time her team plays is another way to encourage dependability. The plan of giving forty bonus points every ten weeks to the girl who has not been incomplete in uniform helps greatly to keep the whole class looking neat and clean and in uniform, and tests the girls' cooperation. The girl who receives a great many bonus points will be found to be superior in attitude and cooperation.

The criticism may be offered that this plan for giving marks makes the students strive for points to get marks, rather than for the sake of skill or knowledge or improvement for its own sake. It may be true that the motive for getting points is not always ideal. Why not, however, let the ambitious girl have an "A"? The end will justify the means. At first she may play on teams to get points for her record but soon she will get so interested in the team and sport that she will play because she enjoys it and knows she contributes to the team.

The following is a list of noticeable results obtained through this system of marking:

1. It approximately doubled the average playground attendance after school.
2. It more than doubled the interest and attendance in noon activities on the playground.
3. Girls, who had never played on any after-school team, began to play on the homeroom teams.
4. It popularized decathlon events and many more girls stayed after school to practice them.
5. It relieved the teacher of a great many disciplinary problems.
6. It reduced delay in starting games. This probably because extra points were given to the match started first.
7. The pupils played with more pep and enthusiasm, probably because winning teams received two additional points.
8. It kept the girls "posture conscious." Points were lost for poor posture in roll call line and added for good posture in a posture test or drill.
9. Many more tonsils, teeth, broken arches, and other physical defects were corrected.
10. It reduced the number of "D" or poor students, because the interest, attitude, and education of the whole group was so much keener that public opinion scorned a "D."
11. It removed hurt feelings and dissatisfaction on report card day because the students knew the mark was objective, not subjective.
12. Ambitious girls with poor neuro-muscular control earned good grades by practicing the decathlon events a great deal and by playing some of the lesser organized games on the noon playground.
13. It insured adequate volunteer service in all lines both for the continuation program and the class.
14. Points given for skill tests served as an incentive to improve skill.
15. It helped the teacher to evaluate her program.
16. It made the teacher's position and relation to the class more democratic.
17. It emphasized self-discipline for the student.

The point system can and should be applied to wholesome living or health instruction. Points may be earned toward the grade in the following manner:

	Points
Attendance in class with notebook and pencil	6
Making an oral or written report	3-9
Debating on a topic concerning health	5-15
Making poster on a health subject	3-9
Taking part in a health skit	18-54
Practicing health habits and keeping a daily chart	26-54
Complete class notebook every ten weeks	15
A mark of an "A" in a written test	10
A mark of "B" in a written test	8
A mark of a "C" in a written test	5
Writing a health skit which could be used in class	15-25

The point system for marking can be applied to corrective and nutrition classes with equal success. In most cases, points may be earned the same way as in regular physical education classes. Additional ways in which points may be earned by girls in corrective or nutrition classes are as follows:

	Points
Gaining weight, per pound	5
Losing weight (for overweight girls) per pound	2
Marked improvement	12-24
Practicing corrective exercises out of class	3-4
Promotion from corrective	100
Entering a corrective class when recommended	60

The men physical education teachers could apply this system of marking to their classes if they cared to do so. It is very flexible. The men usually enjoy a great deal of hero worship from the boys, who would be willing, probably eager, to be their secretaries. A little praise, a little honor, and service points reward ex-

(Continued on page 54)

An International Laboratory

Scout Leaders' Training Club. In order to belong to this club one had to agree to spend one hour a week helping in the leadership of some scout troop in Beirut. The Moslem Scouts have the most efficient group in Beirut at present.

Student tennis courts with the Mediterranean Sea and the Lebanon Mountains in the background.

The Varsity soccer team touring Palestine by bus and playing Arab and Jewish teams on the way. Games were played in Haifa, Jaffa, and Jerusalem on this trip.

BEIRUT, the chief port and center of learning of the State of Syria and the Lebanon Republic, lies at about the center of the eastern end of the Mediterranean Sea. While contact with the outside world has brought in many European customs, the bulk of the population of over 150,000 remains typically Eastern.

In 1862 the Legislature of the State of New York granted a charter, which provided for a Board of Trustees to administer funds and to direct the development of the Syrian Protestant College in Beirut. In 1920 the name of this institution was changed to the "American University of Beirut."

About twenty-five years ago, queer things were happening on the campus of the American University of Beirut, then known as the Syrian Protestant College. At the side of the president's house was a level patch of ground with a net stretched across the center, and often in the late afternoon one could see the professors running around on this plot of ground, chasing a ball, and trying to hit it with a funny club. The professors called this "playing tennis" and seemed to enjoy it. Even some of the native teachers were lured into taking part and they too soon lost their dignity in this way.

A sheikh of one of the nearby tribes came to the University on a visit and was asked to watch a tennis match. He looked on in silence for a long time and finally remarked that it was most interesting to watch but he could not understand why the professors played it themselves when they could easily hire servants to play it for them.

This remark of the old Arab ruler was quite typical of the attitude of the Near Eastern people toward sports at that time. Today, there are six strong tennis clubs in Beirut, and even the open tournaments are practically always won by native Syrians.

Before looking at the present status of athletics at the American University of Beirut, it is well to examine the registration figures for 1930-1931. Thirty-nine nationalities and twenty-two religions are represented in the student body. Here in the Near East where nationalism and religious feeling are always close to the bursting point, it would seem almost impossible to have these students live together harmoniously; and yet friendships are made every day on the athletic field between students who were born enemies. Here is an ideal laboratory for the promotion of international brotherhood.

Association football is by far the most popular sport at the University. The intramural season lasts from early fall until April, and the Varsity team often has games after that. This may seem like a long season for a varsity team, but it must be remembered that there is a great difference between this varsity and one in the United States. The football (soccer) team here practices once, and sometimes twice, a week, and has a game about once every three weeks. Of these games

By THEODORE WUERFEL

Director of Physical Education, American University of Beirut, Syria

less than half are what might be called "hard" games.

Our varsity soccer squad this last year was made up of the following nationalities: two Greeks, one Argentinian, two Palestinian Arabs, one Palestinian Jew, three Egyptians, two Iraqians, one Bulgarian, one Sudanese, one Turk, and two Syrians. We played games at home with two Armenian, two Arab and two French teams from Beirut; an Armenian team from Aleppo; an Arab team from Damascus; one Arab and two Jewish teams from Palestine; and an Arab team from Egypt representing the Egyptian University at Cairo. Our games away from Beirut were with one Arab team in Damascus and two Arab and two Jewish teams in Palestine. In the spring of 1930 we took soccer, basketball, tennis, and track teams to Egypt to compete against the Egyptian University at Cairo. All this contact between races cannot help but lead to a better understanding and the promotion of good feeling between the people involved.

There is a great difference between an athletic trip in America and one in the Near East. In America one visits another school, while here we are the guests of a city or country. During our stay in Cairo the government put busses at our disposal and arranged for our living. We were invited to a session of the Senate and were introduced to many of the high government officials. The king's brother attended all of the athletic festivities and awarded prizes. On our return trip we went through Transjordania and stopped to play in Amman. The Emir Abdullah invited us all to his residence where we were served Arab coffee, after which he insisted on having several pictures taken with us seated around him.

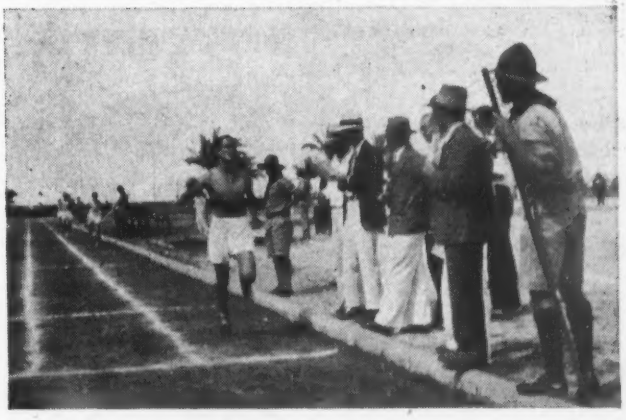
Field hockey has long been a popular sport at the University. Intramural games are played through the fall until early spring, although of course many games have to be postponed during the rainy season of January and February. Besides the regular league games, a selected student team often plays with a team made up of the English community, led by the British Consul General.

Cross-country, although quite new, is fast becoming a popular fall sport. Besides the usual interclass and university championship races an annual Cactus Derby is held. In the vicinity of the campus are numerous narrow sandy lanes lined with tall cactus plants. They seldom run in one direction for a long stretch and often double back or come to blind ends. The runners are taken to some unannounced spot at the other side of this labyrinth of cactus lanes; some well known place on the campus is announced as the finish and the race is started. Last year over 200 runners entered the Cactus Derby and another 300 were at hand to watch the finish. As usual the best runners lost their way and the race was won by a dark horse.

During January and February, and to a lesser extent December and March, rain is apt to stop outside activities so often that it makes the promotion of an

In memoriam of a trip to the top of Mt. Herman by full moon the night before. It was the first time Herman had been successfully climbed in mid-winter. Although wolves were seen and heard, they did not bother the party. (The author is standing, second from the right.)

Soccer game between the staff of the A. U. B. and the Baroda club of Damascus on the club field at Damascus. The game helped kill an idea, prevalent in Damascus, that games and sports we for boys and young men only.



Finish of the 1500 meter race on the annual Field Day.

Above—Teaching co-eds to dive. One day each week the water-front facilities are reserved for co-eds and nurses.

Above—The athletic field during an afternoon intramural soccer game.

Right—Student supporters of the winning track team in the Interscholastic Meet. They are from a strictly Arab Moslem school.

Below—Water sports being held in a cave near the campus. The space is inadequate but the only place available at present.

Above—The port at Beirut taken from the center of the A. U. B. campus. (The new medical building is in the foreground.)

Left—Contestants collecting for the annual Cactus Derby cross-country run. This race gives the runners a chance to find the shortest way through cactus lanes.

outdoor program very difficult. However, with nothing but a volleyball room and a makeshift basketball court for indoor athletics, an attempt is made to keep the outdoor program going all the year. On the rainy days the hockey and soccer games have to be postponed but the volleyball and basketball games can be played indoors. Boxing and wrestling classes in the volleyball room help to keep these winter months from being too much of a let down.

Basketball is gradually coming into its own and it has been found necessary to extend the season well into the spring to meet the demands of the students. During the last few years an increasing number of American students, with undergraduate experience in American colleges, have come to Beirut to enter the medical school. Many of these students have been first class basketball players and they have helped a great deal to raise the standard of the game here in the University.

Before the rainy season is over the track and field enthusiasts start their training for the big spring field days. Years ago the only big athletic event in Syria was the annual Field Day of the University when the different departments competed against each other in the various track and field events. People used to come in from the villages to see this big event and the Dean of the winning school of the University would be carried on the shoulders of his boys after the meet. While the meets are more dignified now, the contests have lost none of their thrill and the steady bettering of records shows that the standards are being improved. The present University records are about equal to preparatory records in America, but the breaking of seven records in the big meet this last spring speaks well for the future.

A series of three interscholastic track and field meets is held annually to encourage the development of athletics in the preparatory schools of the country. The number of schools and contestants entering has increased regularly, and recently schools have been sending entries from as far as Damascus and Aleppo. When a school enters for the first time, its contestants know practically nothing about the running of such a meet. Last year one of the new schools entered a boy in the low hurdles. While his form was poor, he was fast enough to be ahead when he went over the last hurdle but he stopped there thinking that was the finish of the race.

Three years ago a group of men interested in athletics formed a Syrian Olympic Committee which has organized and run off a Syrian Olympic Track and Field Meet on the American University field each year. Many clubs which began as soccer clubs have started to train men for this annual meet and entries have come in from all parts of Syria and Lebanon. Already plans are under way for a Near Eastern Olympic Meet in 1934 with high hopes of Syrian entries for the World Olympics in 1936.

After April it is almost too hot to encourage any sports of a strenuous nature, but recently an attempt has been made to introduce indoor baseball as a late spring sport. The students have played soccer for so long that they can stop a grounder better with their feet than with their hands, but those who are learning like the game so much that it will certainly be a favorite in the future. As was the case in basketball, the American students are a great help in teaching this game to the others.

With the coming of hot weather it is only natural that the most popular activity should be swimming, particularly with the sea less than 200 yards from the athletic field. A group of student life guards, trained in the American Red Cross method, help enforce the "buddy" system of water safety and are largely responsible for a record of no serious water accidents in the history of the University. Often as many as 500 students make use of the boating facilities, and there are classes for beginners, advanced swimmers, and life-saving classes during the course of the afternoon. The annual water sports day is the final athletic event of the year and, in spite of the often almost unbearable heat, there is always a large group of spectators.

Much of the improvement in the intramural department is due to the active participation on the part of the faculty and staff. A team composed of teachers is entered in almost every league, which not only increases the interest of the students but gives them an example of sportsmanship to try to follow. Although sports are taught in the regular compulsory athletic classes, it is this active participation on the part of the faculty members that makes the intramural program popular.

All during the year a program of hikes and short trips is encouraged by the Department of Physical Education. These take the form of nature hikes, walking trips, cycling trips, scouting activities, and short excursions to points of interest. Although it is never cold enough to snow in Beirut, several skiing and snow shoeing trips to the nearby mountains were arranged during the last winter.

An increasingly greater percentage of the teaching positions in the preparatory schools of the Near East are being held by the graduates of the American University of Beirut and it is usually one of these men who is in charge of the physical education program. This places a responsibility on our physical education department which it is trying to meet by offering courses in the theory and practice of physical education to students who expect to teach. The students do not have time to take much work so an effort is made to give them as much as possible in a one-year course. The first term stresses the compulsory athletic class work and the second term the intramural program. Tutorial courses will be offered to any who have time for more than that.

In the Near East where so few have a chance to go to a university the man with a degree is sure to be a leader. With students of so many nations and religions going out into the different countries of the Near East every year, we have a chance to spread enthusiasm for sports and a spirit of sportsmanship and brotherhood through the countries that need it most.

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The Neglect of Relaxation

A SPEAKER at the last Association Convention made the point that the average person does not know how to relax. He stressed the fact that there should be education in this art just as much so as in the development of bodily coordinations in activity.

It would seem that the physical education profession has more responsibility in regard to teaching the fundamentals of relaxation than it has yet attempted to undertake. Rest and relaxation are the counterparts of activity and should be practiced to balance the demands that activity has made upon the muscular and nervous systems.

Our first responsibility, of course, is to supply the large muscle activity so necessary to the normal growth and development of children. To this premise all will agree; and, moreover, all will agree that the progressively improving curriculum of physical education is already segregating those individuals to whom a rest program is more necessary than is participation in exercise taxing strength and endurance.

The physical education teacher, if faced with the contention that he is not giving emphasis to relaxation, will probably assert with some truth that his program does have alternating periods of effort and rest and that there is rhythm in the exercise itself which supplies all needs. He will also assert that the play activities of his program relieve mental strain by change of occupation and attention. The various gymnastic systems have given considerable thought to this matter from the physiological aspect but as yet have not given sufficient consideration to individual differences or to the mental hygiene aspects of physical education.

Relaxation, however, means more than rest periods for cessation of activity, more than momentary pauses in prescribed exercises, more than the command "at ease" after standing at attention. It means more than a special program outlined for a "special case" child in a corrective or preventive class for underprivileged children. All this routine is teacher-ordained, and the individual obtains no knowledge of the necessity for rest or ability to apply principles of relaxation to himself when not under supervision. There is no kinesthetic self-consciousness to accompany the present practices.

A knowledge of relaxation should be possessed by normal individuals as well as special school health cases. More than immediate relief from fatiguing effort is needed. The knowledge of how to relieve bodily and nervous tension at any time should be inculcated.

A study of the mounting increase of nervous diseases will reveal at the same time the inability to relax. (This condition is still more serious when one reflects upon the close connection between nervousness and heart diseases.) According to the speaker already cited, the first step in the rehabilitation of nervous breakdown cases and insomnia is the learning of bodily relaxation, only possible in practically all cases by *unlearning* the present methods of trying to accomplish this result.

Recent studies have shown that most persons unconsciously maintain a tenser position than necessary when reading or writing and, therefore, do not reach a maximum efficiency. Energy can be conserved by the ability to keep parts of the body relaxed while other parts are in use. (Jacobsen in "Progressive Relaxation.") This "differential relaxation" has been taught by understanding teachers in connection with lessons in singing, oratory, and dancing. Dr. Freeman of Yale University has recently indicated in a report that the man who can "take it easy" while he works will get the most done. Tension becomes a hindrance in complicated tasks.

The physical educator of today is not prepared to instruct the adult of tomorrow how to overcome unnecessary tension, when to be quiescent, how to recover quickest from muscular fatigue, or, in particular, how best to overcome chronic nervous fatigue and the pessimism which invariably accompanies it. His preparation does not warrant such presumption. The need now is to plan researches and investigations in the neglected field. Then the teacher-training institutions will be able to prepare the newer generation of teachers with the knowledge that is needed before any such instruction is attempted. When this time arrives, an understanding of relaxation and its applications will be a part of each individual's equipment in health habits and health knowledge. His education for leisure will then comprise not only a knowledge of active leisure-time skills and interests but also an understanding of purposeful relaxation and how to bring it about. This equipment will mean a happier and more effective life.

The Selection of Teaching Candidates

OF late the editorial offices have received an increasing number of manuscripts upon the subject of the selection of students for the teacher-training course in physical education. This seems an especially appropriate time to discuss this question. Now as never before in the history of physical education there is an opportunity to choose students carefully and conscientiously. At the last graduation, the many departments that are turning out future teachers found it very difficult to place all their

candidates. In fact many superior graduates found no opening for their services. In nearly all city school systems, the teaching staffs in all fields have had to be cut to the minimum in order to meet the new economy needs.

There consequently exists a serious question for those promising students who failed to find positions. Most of them have wisely returned to school for graduate work, realizing of necessity that this is a propitious time for them to make professional progress even though it means an additional sacrifice. The addition of this unemployed group to the student enrollments, will, however, increase the numbers of those who will be seeking positions and school placement bureaus are going to be confronted with an aggravated situation next June.

The teacher-training departments must accept a responsibility for the placement of the students they train. Hitherto this has not been a problem because there have been so many more positions than candidates. Now, however, the situation is reversed and it is incumbent upon the schools of physical education to scrutinize most carefully the qualifications of all who apply for entrance. Only those candidates of outstanding abilities should be admitted to the course. Such action will be kinder to those applicants of mediocre ability, who will be the first to suffer in the face of a continued shortage of positions, and will also have the added advantage of raising the professional standards of physical education teaching.

Assistance in Unemployment Relief

THE American Physical Education Association has been asked to participate in the work of the President's Organization on Unemployment Relief. The present situation of unemployment is a very serious one affecting our entire national life. We are members of a profession that has its principles deeply rooted in the social needs of our people. As a profession we need then to consider thoughtfully every national crisis that might seriously alter our social fabric.

The President's Organization is pursuing the policy that each community must deal with its own unemployment relief. Each of us can render service to our nation by rendering assistance to our local unemployment activities.

Appeals for funds will be made throughout the month of November. Our opportunity to help will not, however, be limited to this one field since there will be constant need for thoughtful aid to the unemployed during many months to come.

We like to think we are a profession made up of people with a high quality of leadership ability. Let us display that ability now in rendering a national service. *Your* task is to serve *your local* unemployment relief committee in whatever capacity your time permits.

As President of the American Physical Education Association, I hereby appoint each member of the Association as our official representative to serve his local committee in such capacity as may be requested of him. —*By Mabel Lee, President.*

The First of the Ten Cardinal Points

THE Ten Cardinal Points in the Platform of Health and Physical Education were printed on the cover page of the September issue of the JOURNAL. The hours spent in formulating these planks will be lost unless they really become a base on which a national program of health and physical education is erected.

The first plank, for example, is broad and thick. It reads: "An adequate health examination and a comprehensive protection program for every school child, to include control of communicable diseases, healthful school environment, and hygienic standards in the entire curricular and extra-curricular life of the school." Here is the statement of the purpose to safeguard the health of children against the open attacks of disease on the one hand and the insidious inroads upon the child made by the processes of education on the other. The "adequate health examination" would seem to imply that some examinations are perfunctory. Such indeed is the case.[1] There is also implied the necessity to achieve purpose. Examinations are not for records but for making improvements in children.[2] A "comprehensive protection program" recognizes that the forces that produce weakness, disease and inefficiency are many. Protection must be comprehensive ranging all the way from safety measures to toxin-antitoxin, from fire drills to isolation. The plank specifically includes "control of communicable diseases" with the conviction that the achievement of cities like Auburn, New York, in eradicating diphtheria[3] from its population can be duplicated by other communities, that vaccination is an effective control of smallpox,[4] and that control of communicable disease is practicable, and desirable.[5]

A healthful school environment should be regarded as a minimum essential in every school. Its features, elements, and limitations should be known to all.[6]

This plank is typical of a new note often sounded in discussions of social economics today. The argument for a new emphasis describes three periods in our national life. The first is that of the pioneer whom we glorify in song and story. It runs roughly from 1776 to 1860. The second is that of the captain of industry who has presided over the processes of our industrial revolution. This period runs roughly from 1861 to 1920. The third or post-war period is characterized by an insistent questioning that runs something like this: "Of what value wealth, national power, great industrial development, unless there is more health and happiness in the world?"

Certainly education cannot proceed successfully without an appraisal of its fundamental purpose. That health and happiness are important by-products is the conviction of an increasing number today; that education cannot afford to disregard them seems obvious since man does not live by bread alone.—*By Jesse F. Williams, M.D., Chairman of the Com. on Objectives.*

[1] Perth Amboy School Survey, 1929, pp. 138-141.
[2] Baltimore School Survey, 1921, Vol. 2, pp. 259-262.
[3] Williams, J. F., Personal Hygiene Applied. Fourth Edition. W. B. Saunders Company, Philadelphia, 1931, p. 105.
[4] Ibid., p. 128.
[5] Wood, T. D., and Rowell, H. G.: Health Supervision and Medical Inspection of Schools. W. B. Saunders Company, Philadelphia, 1927.
[6] Ayres, M., Williams, J. F., and Wood, T. D.: Healthful Schools.

Various Systems of Physical Education

- - - Their Characteristics and Values

By

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THE subject under discussion raises at the outset a very difficult question: What is meant by a "system" of physical education?*

Formerly this expression carried a definite impression and one immediately thought of the German or the Swedish "system," the American Y. M. C. A. hygienic type of work, the Sokols, or perhaps the "Methods Naturelle" of Herbert. Today scarcely anyone thinks in such terms, least of all the people themselves who still indefinitely represent the types mentioned.

For modern physical education has "been to school" to the entire world. All groups, no matter how nationalistic, patriotic, or intense they may be, have studied other methods and have adapted, modified and improved their own work until it is now almost impossible to speak of a single "system" of physical education. This is particularly true of the development since the World War, which itself gave an opportunity for the best critical analysis and comparison of the values of different national types of physical education.

Physical education has also, during the last fifteen years, been more carefully studied than ever before by all groups from the general educational, psychological and scientific sides, with resultant changes in objectives, methods, statements and technique.

As a result we are today probably nearer in agreement in methods and technique, have a better understanding of each other and use more of each other's methods for certain purposes than ever before. No one any longer has a special, private system which will do everything. We are all borrowing from each other to the great advantage and improvement of all.

This movement is most strikingly shown in the two great "systems" that have competed for world leadership in physical education—the German and Swedish systems. One is told today that the Germans have entirely reorganized their whole educational system—physical education included—from the lowest grades up. The German system in the sense in which Father Jähn introduced it no longer exists. The heavy apparatus work of those days, though still superb and enjoyed by many, and done with a skill that none of the rest of us dream of acquiring, is largely supplemented by a general all around program of "light athletics," games, sports, play and general recreation, that surpasses in many respects the American's "play for all" program. And likewise the modern development of the "Swedish Days Order," though the stall bars, booms, balance beams and ropes are still seen, leaves little for the most rabid play advocates to desire. It is a big adaptation from Ling's early type of specialized, corrective, command work.

Today we are more concerned with certain characteristics or values in physical education which stand out; and most of us are willing to secure those values with whatever method or "system" or type of work will best and most quickly give them. These characteristics or values differ also from a physiological, psychological, mechanical, neural and character building point of view. It is impossible here to discuss all of them. It is intended simply to point out a few of the important characteristics which may be secured and note the contribution made in this direction by different methods, types or "systems" of physical education.

Among these characteristics, the one of attention, response to command or discipline, is of great importance. Many of our free "play for all" and "all play" enthusiasts have utterly neglected this desirable characteristic. Yet educationally it is an important element. Marching or tactics, calisthenics done to command, apparatus exercises in groups by command numbers, etc., are often very valuable when used as preparatory work for "warming up" both psychologically and physiologically, to fix desirable positions, or to maintain order in large groups. Here, perhaps, the "Swedish system" formerly gave us the best illustration.

The danger comes in such work when it is too long continued, too exclusively used, or applied to school children or tired business men already over-fatigued neurally and in need of complete change and neural relaxation.

IN the past calisthenics formed the largest single item in our program of physical education. And it was the type, method of teaching and form of calisthenics that largely determined a "system." Today calisthenics make up a relatively small part of the day's program—one of the reasons why our discussion of "systems" becomes less keen. And right here a note of warning should be sounded. It is a fair question if in many countries the results which should be secured from intelligent, scientifically arranged lessons are not being largely lost because a heterogeneous, unorganized medley of sport, play, athletics, etc., has been allowed to push aside the ordered, carefully arranged, calisthenic lesson. After all, correction, posture, neural response, muscular education, flexibility, muscular development, and hygienic effects are nowhere so well and so definitely secured as in the calisthenic lesson. It is not necessary here to discuss in detail the different types of calisthenics, but it is desirable to re-emphasize the importance of calis-

* Paper read before First International Y. M. C. A. Congress of Physical Education, Berlin, Germany.

thenics in our work and the values which may be secured from properly organized lessons.

To our German friends we are under great obligation for a demonstration of the possibilities and values of their impressive heavy apparatus work. And how widely they have succeeded in making it a part of the program. Today a gymnasium is hardly thinkable without some parallel bars, rings, horses and horizontal bars, even though many of us can hardly execute a really perfect exercise on any of them.

OUR inability to do advanced work, our lack of knowledge of interesting, simple apparatus work, the round shoulders resulting from overemphasis and the development of indoor games, led in many countries to a decline in heavy apparatus interest. One capable observer has stated that it represents not more than ten per cent, perhaps no more than five per cent, of our program. Certain it is, that with many, the ideal gymnasium became a large room clear of all apparatus, either floor or hanging, with free floor space used for games, in America chiefly for basketball. If apparatus, either Swedish or German, is necessary, it must be quickly removable to an apparatus store room. Such has our competitive play program and the "Methode Naturelle" done to us.

Yet it will be quickly agreed that we have no other form of work which so quickly and splendidly gives muscular education, develops skill, coordination, courage and that indefinable finesse called *form,* as exercises on the heavy apparatus. Should it be allowed to slip entirely out of our physical education program? It seems a pity!

Both calisthenics and heavy apparatus work which formerly made up the bulk of the day's exercise have given way before the enthusiasm for play-recreation. The development of the recreation movement and its adoption into the physical education program is a most important phenomenon and one which demands our closest study. What are the psychological forces behind it? What are the results secured? Are they more valuable than those secured from the older types of work? Or are we as voluntary associations, where attendance is dependent on interest alone, weakly capitulating to the desires of certain members and offering a play program that a loud minority demand? In short, is this modern play and recreation movement a wise and desirable addition to our program or a false and ingenious seducer that should be combatted?

Certain it is that there has been a tremendous increase in the play and recreation aspect of modern life. Besides the informal and unorganized games that have come so extensively into our gymnasium classes, one notes the great increase everywhere with all people in tennis, golf, mountain climbing, skiing and winter sports generally, and in swimming and camping. All of these are splendid outdoor activities. Do they sound the death knell of gymnastics? Should they? Or do they simply make possible a magnificent enrichment of the old program?

Furthermore, the old gymnastic "systems" are very definitely challenged by the modern athletic movement. Light athletics, so-called, demonstrated their practical value from a military standpoint and with the stimulus of the modern Olympic games have come to occupy a big place in physical education. Does this ready adaptation to competition answer a psychological need in work for young men? Is competition an essential element in the work for virile young men? This is also a phase of our problem that merits careful consideration. In some countries there has also been a remarkable growth in sports and team games. These have always characterized the play life of England and out of these sports have come a knowledge, appreciation and practice of sportsmanship that is traditional with the Englishman. More recently the strenuosity of American life has been reflected in a group of team competitive games often including a greater or lesser amount of personal contact and carried on in a very intensive manner. By some it is claimed that such games possess a high degree of social, ethical and emotional values which make them under proper and wise leadership veritable laboratories of character building. The psychology of this contention may still be open to debate, but if the position is at all true, then this type of activity becomes intensely interesting to an organization like the Y.M.C.A., whose primary object is to develop character among boys and young men, and also to educational institutions whose task is the development of citizenship. The tremendous development of such sports also shows their inherent interest. Any modern "system" of physical education must give a big place to the field of sport.

Still another characteristic of modern physical education is the growing interest and participation in aquatics. The swimming pool, the water gymnasium, and the public swimming beach with its thousands of visitors, not to mention rowing, canoeing and other forms of water activity, suggest the popularity of this form of exercise. The ability to save life as well as the delightful types of exercise offer sufficient explanation of aquatic attractions.

Such a summary, brief and merely suggestive as it is, giving some idea of the characteristics of modern physical education, shows how utterly impossible it is for any of the older so-called "systems" to be thought of in a modern sense as a comprehensive program of physical education. For no country, no institution would today be satisfied with a program that does not to some degree at least comprise all of the above characteristics. And to the extent that all of us now employ all of the above in our work, do we cease to be exponents of a special "system." We may still differ on details of calisthenics, amount of heavy apparatus work, technique of light athletics, the value of certain team games like football, etc., but in the sum total, our conception of the complete program of physical education is remarkably similar—about as much so as the conditions of our country and our previous history and training will allow—and increasingly becoming more and more so. We approximate in physical education perhaps more nearly to a theoretical unity than in any other field.

(Continued on page 54)

Definite Health Education Approaches

By

MARY MAY WYMAN

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THERE is no subject in the curriculum that is more personal than health education; the schools offer nothing else that begins so definitely with "me," that centers around "me," and that, in final application, comes back to "me." One of the possible approaches in health education is the child himself.

Let us consider the primary grades. The child lives throughout the day. He is familiar with certain activities and certain terminology. In the first grade, we are confronted with the problem of teaching children to read. Children must get the idea that words are symbols which have definite meaning, and they must learn to recognize certain of these words. Now we should begin our learning to read by reading about the familiar.

In Louisville, we use as basic readers, "The Child's Own Way Series" by Marjorie Hardy. These stories center around two children, Billy and Sally. One of our teachers, Miss Aileen Fisher, integrated most effectively her reading and health teaching. Billy and Sally were two dolls brought to live in the school room. They were undressed, bathed, and put to bed in the beds the children made. Much care was taken to have Billy and Sally sleep in the best kind of bed, between two clean sheets with the blanket just where it belonged. In fact, Billy and Sally lived through all the experiences of normal children. Reading charts that told the story were developed. Some of these charts read:

"Sally washed her face.
Sally washed her neck and ears.
Sally used her own washcloth.
Sally used her own towel.
Sally used soap."

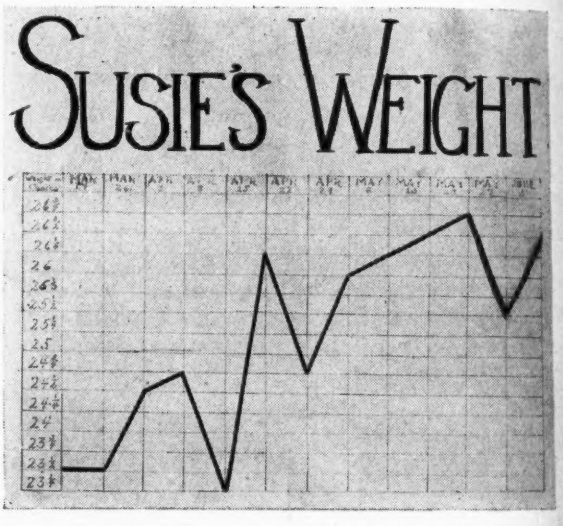
"Billy got ready for bed.
He took a bath.
He used his own washcloth.
He used his own towel.
Billy cleaned his teeth.
He said 'Goodnight, Mother'; and 'Goodnight, Father.'
Mother opened his window."

The whole series of charts made a charming, if large, book that was read many times. As a culmination to this project, the children gave a shadow picture show, for the Parent-Teacher Association, in which they lived healthfully through a child's day.

There is only a short step from Sally's and Billy's activities to the habits of the boys and girls. "Draw a picture of Sally's breakfast"; then, "draw a picture of your breakfast." "How many of us ate some kind of fruit for breakfast this morning?" When a teacher reaches this point, she has brought health back to the "me."

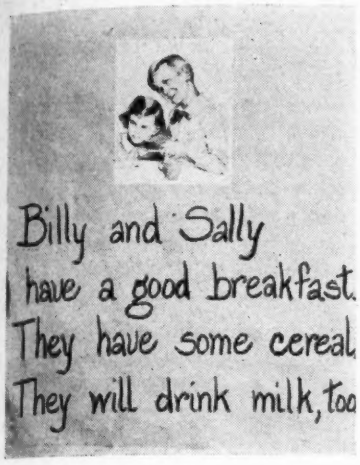
Another approach to health education is through the children's pets. Susie is a guinea pig who lives in Miss Downs' second grade room. Many are the health lessons that Susie has taught. Susie began as an ordinary pet in a cage made by a small admirer's father. Someone suggested weighing Susie. A very simple graph was kept of Susie's progress. Soon each child had an individual graph hanging in the row underneath the blackboard. Susie's is larger, and is kept over her cage. When one gains in weight, he gets a star. So does Susie.

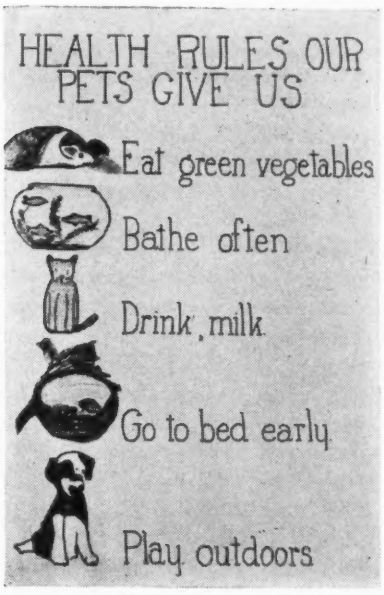
A glance at the guinea pig's chart shows many fluctuations in Susie's weight. Can it be that this young lady is afflicted with a capricious appetite? Any child can explain, "That was the week when we wanted to see if it was milk that made Susie gain the week before."

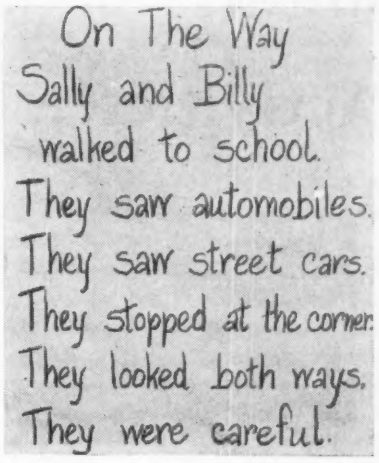


Definite experiments were made with various foods —milk, green vegetables, etc.,—usually giving a large amount and then withdrawing it entirely to observe the effect, then replacing it and perhaps withdrawing it a second time. The latest food to be the subject for experiment was oatmeal. Miss Downs was amazed to have a mother say, "What have you done to Jimmy? He never would eat oatmeal. Now he insists on it every morning."

Discussion as to other pets and their food arose. A chart, "Health Rules Our Pets Give Us" was developed. A picture of the pet, cut from a magazine or drawn with crayon was pasted on the chart, and the particular habit was lettered beside the picture. The chart reads, "Kitten—drinks milk; Rabbit—eats green vegetables; Birds—go to bed early; Gold fish—bathe often; etc." *The Animal Way* by the Cleanliness Institute was introduced. Throughout this whole study the children







vied with the animals to beat them in keeping "their own" health rules. The keeping of many kinds of pets can be used to form a natural basis for valuable health lessons.

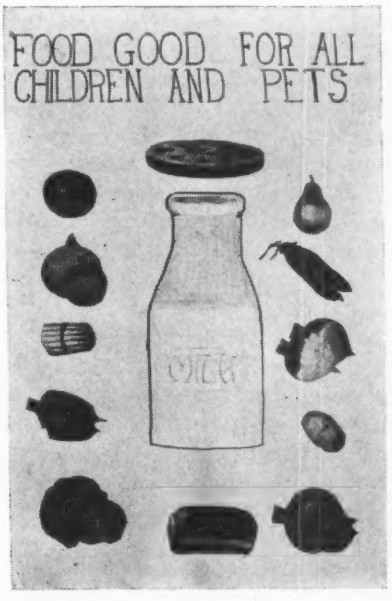
The principal of another school discovered recently that there was a veritable epidemic of sour pickles at lunch time purchased before school from a grocery across the street. A guinea pig and a rat or two were introduced, first as pets, and later as proof positive that animals cannot grow on a diet of pickles. Lunch money again was spent on milk and proper foods in the school lunch room.

As children grow older we hope to have them become more socially minded. We need to emphasize the community aspects of health. This type of teaching may

well be introduced through a study of current events. A few years ago the papers were full of the accounts of sending anti-toxin by airplane and dog sledge to Alaska. Miss McNulty realized the vast possibilities here and integrated health teaching with current events and geography. The project was most vital and anyone who heard the boys and girls give a summary of this unit at their commencement must have agreed that these children were more intelligent citizens for having studied it.

Recently, excellent work in foods has been presented through living in Little America with Admiral Byrd. Here is excellent opportunity for learning facts about foods while studying geography and current events. What an opportunity for safety education is here! Byrd brought his men home well and happy because he planned for their safety as well as their health.

Louisville has had unusual troubles with her water supply because of the severe drought. The fact that this unfortunate state of affairs was discussed by everyone has given opportunity for an extended study of our water supply. One cannot discuss filtration without



learning the fundamental principles of public protection of water. Our boys and girls find it is very interesting to check our death rate from typhoid fever in relation to our filtration plant. The wise teacher knows how to lead her classes to be interested in what other cities are doing to provide pure drinking water. Just where

(Continued on page 52)

Builders of Character or Teachers of Activities?

By E. M. SANDERS
Head of the Department of Health and Physical Education, State Teachers College, Indiana, Pa.

A STUDENT making a "B" average was engaged in conversation with a member of the faculty of one of the largest State Teachers Colleges in America.* The conversation was as follows:

"What would you think of a different coach for each of our major sports next year? At the close of the football season I have barely time to catch up with my professional reading before it is time to call out the basketball squad. No sooner is that over than baseball and track are upon us; calling for the same intensive type of preparation and teaching."

"That might be a good plan, but who will take the basketball?"

"Jones has had a great deal of experience in coaching basketball."

"I am glad this is my last year. I wouldn't want to captain a ball team for him. He is a good scout. I like him very much but all he sees in athletics is the winning of games. There is as much character training in losing a game once in a while as there is in winning all of them."

The conversation continued, but we see at once the influence of personalities and the different point of view of two faculty members through the medium of athletics. One a Builder of Character; the other a Teacher of Activities.

Two points of view assail us at Commencement. To some it is a time for rejoicing and a forward look; to others a time for a bit of sadness and the feeling that our good times are over. For all it is a starting point. Opportunities lie ahead. Some will see a character to build, others an activity to teach.

We are living in a changing civilization. Our leisure time is increasing. This sounds a ringing challenge to education in general and to physical and health education in particular.

If you would be a Builder of Character you need to have a well developed wishbone, a good sized funny bone and a strong backbone. Lacking a wishbone, a funny bone and a backbone, it is very easy to become a mere Teacher of Activities.

Let us examine the individuals possessing well developed wishbones. They will have a keen desire for knowledge. Mere information will not satisfy. They will have the research or fact finding point of view. They will become experimenters. They will possess the open minded attitude. The ideas of others will be considered and evaluated. The old will not be discarded for the new without weighing the merits of each.

With well developed wishbones they will have a desire for that abundant vigor, vitality and efficiency that comes from right living. They will see in health more than freedom from disease. They will want to be an example of health. They will have an earnest desire to practice the health rules. The sixteen rules[1] of living will take on real meaning. They will read Gulick's *Efficient Life* with interest and profit. They will wish to be a vital force in the communities they serve.

If their wishbone is well developed they will see the bodies of boys and girls and men and women, not as a mass of cells, tissues, organs, and systems of organs, but as one of the most intricate and most efficient machines to be found in the universe. They will want to develop better Americans. The teaching of physical education will become not merely the routine physical examination, the meeting of so many classes per week at so much per day, but a field of education having a definite contribution to make to general education.

Such individuals will see in the cardinal principles of education, as adopted by the National Education Association, the contributions which the activity program has to make to education. They will be proud of their profession and will take part in formulating educational aims and objectives. Let us consider these principles applied to our field.

First—*Sound Health.* Suppose we agree that health is but a by-product of physical education. Is there any field of education that contributes so generously to the improvement of the physiological activity of the body? Man is a mechanism working in harmony with physico-chemical laws. Man is a living organism. He is dependent upon a certain amount of bodily activity.

The five characteristic properties of living organisms[2] viz., irritability, the capacity to respond to stimuli with appropriate action; conductivity, the ability to transmit stimuli to other parts of the organism; contractility, the capacity of cells or groups of cells to change their shape and produce motion; metabolism, the power to convert oxygen and food into heat, energy and tissue, and rid the organism of the waste products of this chemical activity; and reproduction, the power to produce new organisms so that individuals and races will continue, are developed by the activity or physical education program. Let us not forget that the fundamental difference between living and lifeless matter is found in the characteristic of contractility or motion not present in lifeless matter, and that physical education is the phase of general education which calls for the use of these characteristics.

Second—*Worthy Home Membership.* We realize as never before that the whole child comes to school. On playground, athletic field and gymnasium, the whole child expresses himself. What other subject affords

* A Commencement address delivered at the Posse-Nissen School of Physical Education, 1931.

[1] Fisher and Fiske—How to Live.
[2] Williams, J. F. — Healthful Living, Macmillan, N. Y., 1918, pp. 35-38.

better opportunity to teach the child the proper social relationships of cooperation, respect for law, and appreciation of the rights of others, so essential in worthy home membership?

Third—*Mastery of Tools, Technique, and Spirit of Learning.* Skill of eye, hand and body are developed by the competitive activities found in our program, in a way comparable to the training obtained in our vocational schools.

Fourth—*Vocational Effectiveness.* "Physical education sensitizes the nervous system, bringing the individual into more intimate relationships with his environment. It helps to integrate the factors of consciousness, thus making them more effective. It brings the body under more perfect control of the mind and insures a better mastery of the environment." These conclusions were reached by Dr. George E. Dawson of Springfield, Massachusetts, in a study of the touch discrimination; kinesthetic sensitiveness for space; weight discrimination; visual and auditory sensitiveness and speed of movement in a trained physical education group as compared with an average college group. Perhaps this furnishes an explanation of why industry has gone into the business of providing physical education for its workers. Evidently efficiency must be increased by well regulated physical activity.

Fifth—*Wise Use of Leisure.* Our program, as no other in the field of education furnishes acquaintance with games and sports which make a definite contribution to the wise use of one's leisure time. In our program we create play habits and interest in recreation. The person who has developed skill and interest in recreational activities seldom has time for anything but good citizenship.

Sixth—*Useful Citizenship.* Through the activities from our field of education all of the vital bodily processes are stimulated. Social relationships are learned on the playfields. The contribution from our program to useful citizenship surpasses that of any other. Ours is a program of action, and sound educational philosophy says, "We learn by doing."

Seventh—*Ethical Character.* Our democracy is dependent upon a high type of team work. The cheat, quitter, and egotist soon find themselves out of tune in a sports program. Our program gives opportunity to rule out these liabilities; these impediments to a smooth running community, state, and national life. Our program appeals to the child's interest through his love of activity and the training of his emotions by giving ample opportunity for their expression.

The Builder of Character will catch the significance of the physical education program when its contributions to general education are measured by the cardinal principles of education. The Teacher of Activities will become impatient, failing to see the necessity for the more professional point of view, and continue his pernicious self satisfaction and complacency.

"The man worth while is the man who can smile when everything goes dead wrong." How frequently we have heard it. Sometimes one finds it difficult to believe this old adage. The funny bone is developing when we not only believe it, but honestly try to put it into practice.

The successful teacher of physical education needs a well developed sense of humor. It may not seem very funny to have your first requisition for supplies cut in two. Neither will it seem very funny when, even in this changed civilization in which we live, the first class next fall contains 32 freshmen, 13 sophomores, 12 juniors and 10 seniors. Nor will you find much humor in the fact that some of the benefits of your well planned and well conducted lessons are lost, because the local school procedure requires that the exuberant and hilarious boys and girls be marched stealthily on tip toe back to a writing or music lesson, because physical education was not a first thought when the schedules were made.

One with a well developed sense of humor will meet the unpleasant problems as a challenge. A functioning funny bone will be an important part of his personality. His leadership will be dependent upon his ability to secure the cooperation of those with whom he works.

And what are a few of the other attributes of the person with a well developed funny bone? Perhaps a definition of humor will help us understand them. John Erskine says, "Humor is the art of adapting one's self to another temperament. To have a sense of humor was to have such imaginative flexibility that you could adapt yourself to anybody. This physiological explanation has long been abandoned. A sense of humor has become a thing to cultivate and achieve.

"Humor has a surface quality and an inner depth. It is related to cheerfulness, courage, fun and merriment. It is also allied to sympathy. This inner aspect is nobler and more important. Humor is at its best when devoid of wit.

"Humor can be learned and taught. The method in its simplest form would be constant admonition not to go blind in the routine of life. Keep our interest in life and study the temperament of our fellows, remembering how relatively unimportant their peculiarities are.

"To do this successfully, we must also study our own besetting queerness and temper that of our suffering friends. We cannot do this unless we think of life in general terms. We must see the common heart and common fate in all of us."

With a well developed funny bone one will have more sympathy for his fellow men. He will recognize their shortcomings. A good joke will replace the cutting remark. He will recognize that he is a builder of attitudes, controlling factors which definitely condition one's conduct. He will know that "spontaneous laughter[3] ventilates the lungs, stimulates the heart, sets the blood coursing through the body and makes all of the organs work better." He will know that a sense of humor is an asset because it is sensible, moral, recreative, and stimulating. He will be courageous for he will recognize that physical educators deal not only with the physical, but the mental and moral aspects of the child's nature as well, for on the playfields and in the

(Continued on page 58)

[3] Literary Digest, Nov. 5, 1927.

Physical Education in Special Classes

By

W. HERBERT GRIGSON

Supervisor of Health and Physical Education in Special Public Schools, Philadelphia

This is the third of a series of four articles.

THE physical education program for orthogenic backward and orthogenic disciplinary classes has previously been described as consisting first of exercises, second of quick response activities, and third, of either apparatus, dancing, field and track events, or games.

Games

Games comprise a very important part of the program in special classes. In games, the main thing is the "play spirit." Many definitions of play have been given—such as, play is "an activity with interest only in the activity itself," contrasted with work as "an activity with interest only in the completed task," and drudgery as "an activity with no interest in either the activity, or the completed task." Dr. Curti[1] in chapter 11 of her book on child psychology devotes 47 pages to the "nature and function of play." She defines play as being "a highly motivated activity which, as free from conflicts, is usually, though not always, pleasurable." She then excludes all school work or activity of any kind of an economic nature, but includes all "work" which the individual does in a relatively effortless and joyous way. While play often is spontaneous, it is not necessarily always so—as adults may suggest what to play and when. By freedom from conflict, she refers to W. S. Taylor, who suggested that work is characterized subjectively by a feeling of strain and effort, owing to the fact that conflicting impulses or desires are involved; but since in play these are absent, it will be relatively smooth-running and usually pleasant. She points out that many such smooth-running habitual activities are not play, even if pleasurable. She illustrates by contrasting the bolting of a meal in haste, in drab surroundings, with eating the same meal in attractive surroundings with flowers, friends, etc.

Such a definition of play may be used as a test for the games used in special class education. These pupils need to have their games highly motivated; they need to be free from conflicts, which often are fears and inferiority complexes; and the games should be pleasurable at the start for them.

Games are important because of the effects to the pupils in a social, educational, physical, and psychological way.

Socially these pupils are benefited by learning in games how to get along with each other. They are associating with each other under informal conditions and tend to be more natural than in the class room. The teacher has an opportunity to suggest the right procedure, conduct, or action, when difficulties arise. The pupils accept such suggestions during a game with much better grace and more lasting effects than when they are given in a cold, theoretical manner in the class room. Also as Curti[2] points out, "Children in games become familiar with the manners and customs of their social group, as well as ideas and ideals." These boys and girls associate with the same type of children outside of school; and here in school they have the opportunity of associating with a larger group at one time, under informal play conditions that favor their adjustment with their group.

Games of a cooperative nature, such as "team" dodge ball, bat ball, volley ball, class basketball, teach this type of pupil the need of depending on others and the benefit of helping others for a common cause. These pupils are extremely selfish and would rather try to make the "hit" in team dodge ball than "pass" to someone else who has a better chance to score a hit. It is often necessary to make a rule that each player who recovers a throw must pass it to another player, instead of trying to make a hit.

The pupil's aptitude as to "honesty" and "sportsmanship" is benefited greatly by participation in games. At first, he will cheat in any way to win; and if he loses, he feels strongly that the other player has tricked him or the teacher did not make a fair decision. These pupils need constant suggestions as to their proper conduct under these situations. But they show the results of such training. During the past three years I have personally officiated at about 75 inter-school contests, and in only one case did the pupils indicate resentment over my decisions. Any one who has officiated much knows it is impossible to call all fouls correctly during every game.

Very often a pupil comes to the physical education class with a grouch. This undesirable mood is usually changed by the game period, and he goes to the next class in a much different frame of mind.

Educationally, the senses are trained by games. The eyes and ears are especially alert to aid in attaining success. The kinesthetic or muscle sense benefits highly. I remember experiments performed in educational psychology to show the learning curve in motor learning by throwing bean bags at a hole; overhand, underhand, left hand, and right hand, 10 times each, three times a day, for two weeks at a time. The learning curve rose gradually at first, then shot up suddenly. The muscles and their brain cells, it was shown, do learn and develop through use. So the muscle sense of these pupils develops through use in games. A player becomes more adept in serving a volley ball, and as he becomes more adept he succeeds more often, an accomplishment which pleases him and increases his

[1] Curti, Margaret W., "Child Psychology." Page 329.

[2] Curti, Margaret W., "Child Psychology." Page 371.

interest in the game. Such skills come slowly to this type of pupil, and for this reason the pupil does not care to play new games which require such skills at the beginning. Most retarded children have defects of the senses in varying degrees. In institutions, much attention is given to the lower groups in sense training through games which teach color distinction, weight distinction, smoothness or roughness, etc. This type of game is referred to in many books on special education. In one of the first syllabi published by the Philadelphia Board of Education in 1916[3], such games comprised nearly the whole manual. In a syllabus published in 1920 by the Philadelphia Board of Education[4], many games are listed, but not of the sense training type referred to above. At the present time the retarded pupils in the public schools who receive instruction in special classes are not of the really low type, except in very small numbers. Hence most of them can play games usually found in the first to sixth grade lists.

The pupil receives training in the learning process of "random-fumbling—accidental success—and repetition of the successful movements." He does not have it taught as such, and frequently the teacher does not recognize the process either. In games the pupil soon finds there are some ways that give success while others result in failure. In playing bat ball he may accidentally bat the ball to a portion of the field in which it is hard to recover it and get to first base. He may try it again but not be able to quite place the hit right, but a third time he succeeds and gets to first easily. He will repeat that play. He has learned to find a way to succeed. Such a process works slower in retarded pupils—but it *does* work. In any game of high or low organization there is always the chance for the pupil to exercise choice and in so doing he is using his brain. We often speak of the process of "thinking" as the process of making decisions, or choosing between alternatives.

Physically, there are great advantages in games. We all know that exercise stimulates the circulatory system, causing the blood to carry off the residue of fatigue and bring fresh food and oxygen to the cells. The respiratory system accelerates its functions and the lungs are exercised and developed naturally. The nervous system shares the increase of activity in transmitting the motor and sensory messages. The glands pour out their secretions more profusely. A whole general toning up of the body follows, and any general fatigue the pupil may have is carried away in the flushing of the whole body by the accelerated blood stream. The players feel exhilarated and their eyes sparkle, showing their reaction. This type of pupil has a great deal of nervous and physical energy which needs to be used up. Gymnasium period with its exercise and games affords a natural outlet. Any "special center" feels the effects of several days of bad weather when the classes cannot get the ultimate physical education activity.

Psychologically, games aid the retarded pupil in causing him to forget his fears and inferiority complexes. Pupils too often are told by special class teachers and outside pupils and adults that they are "no good," and as a result, they doubt their own ability and are bitterly afraid to try. Such fears are forgotten in an exciting game they like. They attempt many things they would not dare to try under other conditions. Their confidence in themselves (courage) increases little by little.

This type of pupil has little imagination or curiosity, and this is another reason that they do not take to new games very well. They will play over and over for years an old game they like. With the higher type this holds true, too; but they have the capacity to play a highly organized game, after they have been practically forced to try it several times, and will eventually like it. The lower type must play games within their capacity to succeed often, and games that give them fun at the start.

Following is a list of games that have been found desirable and well liked by special class pupils. The games are arranged with approximately the best liked games at the top, and in three groups, for pupils of low, middle and high grade mentality. Bear in mind that by high mentality is meant high for "specials," i. e. 85-95 I.Q. Most of these games are well known. Those with stars (*) are given description. Some of these games were devised by teachers who found a need for the game. Class Basketball was originated by Mr. H. L. Spielberg, a special class teacher of physical education in the Philadelphia schools. In standardizing it for general use in many schools, I have changed it somewhat. Block House Dodge Ball was originated by Mr. J. D. Larkin, another special class physical education teacher in the Philadelphia schools, after he had made a game of picking up pieces of paper that needed picking up. The particular variation of Bat Ball described was originated by myself, so far as I have knowledge. There are many variations to this type of base ball, but this particular combination is a favorite with the special classes and with many playgrounds in this city.

Games for Special Class Pupils

LOW

Cat and Mouse
Relays
  Ball relay overhead, under legs, sideward.
  Races with variations.
Bull in the Ring
Potato Race
Dodge Ball
Follow the Leader
Bean Bag Toss
Long Base
Two Deep
Day and Night
Rob and Run
Red Rover
Catch the Wand
Beetle is Out
Squat Tag
Squirrels in Trees
Poison
Circle Tag
Long Jump Rope
Tug of War
Target Games
  Tossing ball in waste paper basket.
  Tossing erasers or bean bags into a circle.
  Bean bag toss through holes in a board.
Singing Games
  Farmer in the Dell.
  Muffin Man.
  Did You Ever See a Lassie?
  Jolly is the Miller.
  Looby Loo.
  Chimes of Dunkirk.

MIDDLE

Dodge Ball
  Stay in until hit.
  15 throws.
Volley Ball
Potato Race
  Line relays.*

[3] "Lessons in Physical Training for Mentally Retarded Pupils of Elementary Schools." Board of Education, Philadelphia Public Schools, 1916.

[4] "Physical Training for Special Classes of the Elementary Schools." Board of Education, Philadelphia Public Schools, 1920.

Block dodge. (a) Pick up 12 blocks while being hit. (b) Pick up 5 blocks without being hit. (c) Collect 12 blocks and build a house while being hit.*

Team dodge using time and points.

Bat Ball*
Kick Ball in a Circle
Long Base*
Guard the Ten Pin*
Three Deep
Relays

Ball relays.
Basketball relays.
Pass ball*

Beetle is Out
Change Tag
Rob and Run
Third Tag and Run
Day and Night
Class Basket Ball*
Red Rover
Bull in the Ring
Catch the Wand
Tower Ball
Tug of War
Poison
Cat and Mouse
Target Games
(As *Low*)

HIGH

Bat Ball*
Dodge Ball
(As *Middle*)
Volley Ball
Relay Races
(As *Middle*)
Class Basket Ball*
Beetle is Out
Guard the Ten Pin*
Long Base*
Potato Race
Kick Ball in a Circle
Three Deep
Third Slap and Run
Day and Night
Change Tag
End Ball
Soccer (if yard permits)
Tug of War

Description of Games with (*)

1. Block House Dodge Ball

The class is arranged around a forty foot circle. Twelve two-inch blocks are scattered within the circle. The object is for the one who is "it" to collect the blocks, and then, while protecting them, build a block house, three stories high, with four blocks on each story. The object of the players outside the circle is to hit the blocks out of his arms while he is collecting them, and knock his house down while he is building it up. The time required to build the house may be kept to make it competitive. In this way it may be made a team game, with the rule that each player in the circle who is hit must leave the circle, except the player who has longest remained unhit, who must stay in the circle and complete the building of the house no matter how much he is hit.

2. Bat Ball

This game is played exactly as regular baseball with the following exceptions:

a) A volley ball, or outseam soccer ball is used.

b) The catcher, who stands facing the batter, bounces the ball on home plate.

c) The batter hits any ball that is bounced to suit him. The ball may be allowed to rebound two or more times from the catcher's impetus for the batter to hit.

d) A runner may be put out by being touched by the ball in any way when not on base. This covers especially the chance to throw at a runner.

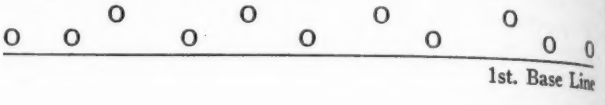
e) If at *any* time, the catcher, (or any fielder) with his foot on *home base,* and the ball in *his hands,* says *"OUT,"* any or all players who are off base at that time are out.

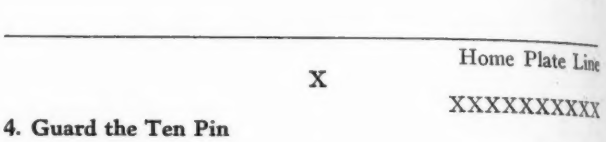
f) Any fly, foul or fair, bouncing off any object higher than 1 foot above the ground, if caught, is out. (Fly balls bouncing off walls, fences, steps, etc.)

The fifth point (*e*) is the main one of the game, and many unthought-of situations arise from it. A runner starts to steal, and the catcher, recovering a bounced ball the batter passed up, puts his foot on home base and shouts "out." Or again, the bases may be full with none out, and the batter dribbles a bunt up the field. The player, in pitcher's position, comes tearing in, catches up the ball, and shoves it to the catcher, who with his foot on home plate shouts "out," and very probably catches every runner off base; and the side is out.

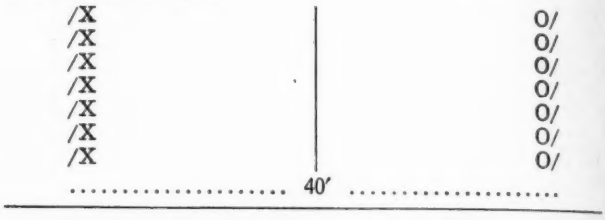
3. Long Base

This is a kick-baseball type of game. Home plate consists of a line 10 to 15 feet long at right angles to the field. First base is another line 10 to 15 feet long parallel to home base, and at a distance of 20 feet from home plate. The distance first base is placed from home plate will depend on the size and ability of the players. One team is in the field (O Team), distributed any way beyond the first base line. The first player for the team at bat (X Team), puts the ball (a soccer or outseam soccer), on the center of the home plate line and kicks it. He must run out and touch any part of the first base line, and, returning, cross over any part of the home plate line before the team in the field can get the ball and hit him. If they do not do so, he has scored a run. If they do so, he is out, and after three are out the sides change. A caught fly puts the batter out without having to hit him.



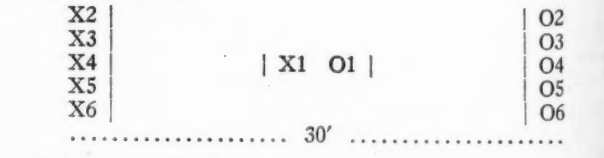


4. Guard the Ten Pin



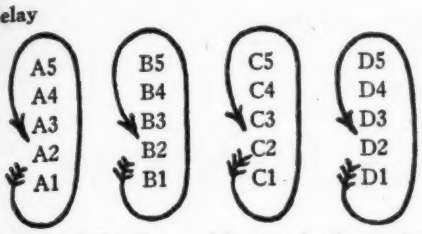
Players are divided into two teams. Each team member stands in front of a ten pin. A center line divides the playing area. A player on one team with a volley ball or soccer ball may advance to the center line and try to throw and knock down a ten pin back of an opposing player. If the ten pin is knocked down by the ball or any player, the player guarding that ten pin must retire from the game. If the ball is recovered on the X team's side, an X team player attempts to knock down an O team's ten pin. While any player may recover the ball, it is best to have a definite throwing order,—that all may have equal chances at trying to hit the other team's ten pins. The side whose ten pins are knocked down first, loses.

5. Pass Ball Relay



Two teams, X and O, are lined up as shown. X1 and O1 are facing their respective teams. Each has a basket ball in his hands. At the signal "go", X1 passes to X2, and O1 passes to O2. X2 returns it to X1 and O2 returns it to O1 as quickly as possible. X1 then passes to X3, and at the same time O1 passes to O3. These return it also, and in this manner all on each team receive and return the ball. After X6 and O6 return the ball, X1 and O1 pass the ball again to X2 and O2 who run out and take the place of X1 and O1 in the center. X1 and O1 run to the end of the line, and stand next to X6 and O6. X2 and O2 have already started passing to X3 and O3, and the procedure is repeated. After each player has played in the center position, the game is won when either X1 or O1 first gets back into the center position again. Any player who drops the ball must recover it and be in his position before passing it. It is well to have the players on the sides keep back of a line, and for the center passing players to have a mark or small circle to keep their position constant.

6. Line Relay



This game lends itself to quick organization, using the open order of a class just finished with exercises—unless teams are desired. Name the files A, B, C, D, each being a team. (Or give color names to each team, such as red, white, blue, green; or animals' names, etc.) Then number each row from front to back, all in the front row being ones, next row two's, etc. No one knows which number the teacher will call. If the teacher calls "Number Two," each number two player, representing teams A, B, C, and D, starts from his right side and runs to the front; then turning left runs around his front player and down the right side; and again turning left around his back player, comes down the side until he is back in the place he started from. Each player thus runs around his own team. The number who gets back first wins for his team. Runners are disqualified for grabbing No. 1 or No. 5 as they go around them. Players in the front row start straight back if "no one" is called. The teacher calls the numbers in a different order to aid interest and quick response development. After all have run once, the side which has had the most winners is first.

7. Class Basketball

Players

9 on a side. Boys; girls; or boys and girls. There may be from 4 to 15 on a side if the court is large enough, and after players know the game.

Court

36'x60'. *a*) Scoring areas—16'x36' at each end of court. *b*) Goal areas—4'x4' included in each scoring area, in center of end line, and with one side contingent with end line at each end of court. *c*) Center area—4'x4'. Where ball is tossed up between center players. All areas are in multiples of 4', since this game was devised for Philadelphia school yards, where the cement blocks are 4' square.

Game Procedure

Teams are lined up as shown on the diagram. The ball is tossed up between the centers, who jump and try to tap it toward their forwards. Players try to secure the ball and pass it from one to another until they get it to one of their own players in their team's scoring area. The latter then tries to pass it to his own goal player, who is in the goal area. If he succeeds, 2 points are scored for a field basket. The ball is then tossed up at center again.

Since no player can run, nor dribble nor juggle the ball, he must either quickly pass the ball, or pivot on one foot until one of his players comes to where he can pass it to him. The players of the other team can take it away from him, if they do not foul him in so doing. A held ball often occurs at such a time, and the two jump as at center after the referee calls it a held ball.

All players except the goal players can run all over the court anywhere, except in the goal areas. Goal area players cannot go out of their area.

When shooting a foul, only the "guard" of the "goal player" attempting to receive the foul throw may attempt to block the throw, and he must attempt to guard the goal player and not the foul shooter. All other players must remain back of the foul area lines until the throw has been completed or missed.

Out-of-bounds plays are made in the usual way, except that if an O team player causes the ball to go out of bounds, from the X scoring area, the X player must put it in play on the side line of the non-scoring area just beyond the scoring area lines (See L on diagram) and vice versa when X player causes ball to go out of bounds in O team's scoring area—(See M on diagram, page 48).

This game is designed to afford most of the interesting points of basket ball without some of the disadvantages. A large number can play; roughness is at a minimum due to no dribbling; scoring is more frequent; smaller children can play; skilled ability to cage the ball is not necessary; both boys and girls can play (girls can be used as goal players, and guards to goal players, or paired off as side centers). There is plenty of action; basket equipment is not necessary; the close approximation to basketball gives a carry over of interest, making it easier to teach as a new game for special classes.

It is a help to explain to the children that the goal player is the BASKET, and the guard of the goal player is the RIM OF THE BASKET.

Another aid is to change the places of the goal player and his guard, with the other pairs of forwards and guards; as the goal player and guard often do not get enough action to sustain their interest or to be of benefit to them physically.

Playing Rules

Players—

1. All guards, forwards, centers and side centers may go anywhere on the court, except in the goal areas. (It is advisable to have the guards of the goal player stay near the goal area at all times.)
2. Goal players must stay within their goal areas.
3. (*a*) Centers must stand inside the center area for the toss up. (*b*) When any two opponents are jumping, one hand must be kept in rear of the body.
4. No player may be in the foul area when a foul is being tossed, except the guard of the goal player to whom the foul toss is being attempted.
5. Players may not leave the court except for injuries or substitutions, and then with the referee's permission.

Fouls, and Rules—

1. No player may run with the ball. Penalty—Opponent's ball out of bounds.
2. Any player may pivot on either foot. Penalty—if the foot pivoted on moves, opponent's ball out of bounds.
3. No player may dribble or juggle the ball. Penalty—Opponent's ball out of bounds.
4. A player may take the ball away from any other player except the goal player. No personal contact is allowed, however, in so doing. Penalty for personal contact—Free foul throw by opponent fouled.
5. A player may not throw to his goal player from the non-scoring area. Penalty—Throw if completed does not count—and opponents have ball out of bounds.
6. (*a*) A player must not block, push, hit, pull, or make any unnecessary personal contact with any opponent. Penalty—(1) One foul throw try by person fouled. (2) If player fouled is in his own scoring area, and in the act of throwing to his goal player, the person fouled is allowed 2 free foul throws. (*b*) Any player may be dismissed from the game for unnecessary roughness, or unsportsmanlike conduct. (*c*) Any player who commits 5 personal fouls must leave the game.
7. The player fouled must attempt the free throw.
8. The foul throw is attempted from the Foul Throw line (K on diagram).
9. All other players must stay back of the foul area lines until the throw is completed.
10. In a double foul, the ball is not in play until the second throw is completed.
11. The foul throw is completed when the goal player catches the ball, or misses the ball, or when the guard of goal players prevents him getting it.
12. One point is scored when the goal player catches a foul throw legally. Such a throw must be made through the air.
13. Two points are scored when the goal player gets the ball from one of his players in his goal area. Such a "field goal" can be bounced, rolled, tossed overhead to the goal player, or recovered by the goal keeper from a guard, providing the goal player does not foul the guard or step outside of his goal area.
14. If any part of the opponent touches over his goal area

(Continued on page 48)

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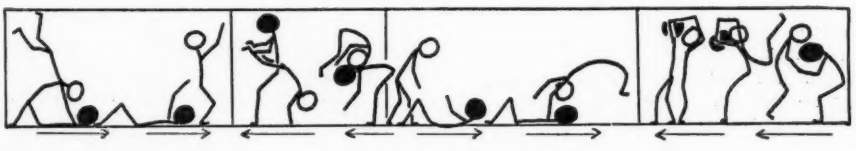

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A Symposium of Preventive and Corrective Physical Education

Dedicated to the Memory of Lillian Curtis Drew

Prepared by a Committee of the A.P.E.A.

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PART VI.

The Scope and Limitations of Corrective Work

AS stated in Part Two (Objectives), corrective workers are very often too optimistic. Certain claims are made which cannot be realized. It is the hope of this committee to outline definitely the limitations of corrective physical education.

Extra stress should be laid on the fact that physiotherapists, so-called corrective teachers, should make no attempt to assume too much responsibility for structural or pathological cases and should let patient or student and their parents understand that in doing what they can for the case they must be directly under a doctor's orders and they will do only the things which can do no harm.

It has been our observation that as soon as some directors have advanced to a certain stage of proficiency they have a tendency to be so interested or "cock-sure" as to what they can accomplish that they "over-shoot" the mark, assuming responsibilities in regard to given cases which their institutions had no intention of assuming and which technically they ought not to assume.

If they attempt to be small editions of the medical surgical practitioners they will cause friction with the medical men of their locality and do harm to the general cause which far outweighs the little good they might do in a few cases. School health authorities should very scrupulously watch for such tendencies and hold these workers to the strict limits of what they really should do.

To be able to "live most and serve best" one must have health, which comes from the proper functioning of all parts of the body. Defects found in early childhood can often be corrected, but if allowed to continue will result in physical inefficiency in later life. Corrective work should aim to care for these children and to get them as early as possible so that the child may develop normally in so far as is possible. Corrective work should be started at the earliest possible period in the child's life—as soon as he is able to comprehend what is being done, but not necessarily before he understands why it is done. If minor defects could be thus taken care of early in life, the corrective work later would be lessened materially and many more children would grow physically to be normal men and women.

However, corrective work should not be limited to those who are physically or organically handicapped but should be taught as a preventive measure as well. Preventing the child from becoming physically unfit is as much of a problem as the correction of physical defects. This can be accomplished through proper education. But until people are educated to the proper means of caring for the body, to periodic examinations to find out their physical conditions, and to rational living, the corrective program will necessarily be limited to those who have already developed handicaps and defects that interfere not only with their health but with their usefulness in life.

If one uses the term *Corrective Gymnastics* the range and scope of such a program is logically very limited, and should be for it concerns only the corrective aspect and that is recognized as the field of the orthopedic surgeon and other medical men. If one uses a more modern term, e. g., *Individual Physical Education*, the scope of such a program is much larger and includes such phases as are suggested in the outline of objectives, namely: individual contacts, causation, prevention, correction, reconstruction, protection, education, cooperation, and research.

We shall consider limitations in respect to each of the objectives separately:

Individual contacts are limited by the size of staff, size of classes, frequency of classes, and the time available.

Attempts to determine cause are limited by facilities, proximity to medical services, and time.

Prevention is limited by time, the educational preparation of staff-members, and facilities. But prevention of defects should be our watchword.

In discussing Correction as an objective its limitations were touched upon. Many things which physical education, under the guise of corrective or orthopedic gymnastics, has attempted to do have been so foolish as to put us in a class with quacks.

Most cases of Inguinal Hernia can be definitely cor-

rected only by operation. Correction of Neurasthenia, so blithely attempted by many physical educators in the past, requires the attention of a medical man who has specialized in psychiatry. Structural Scoliosis is still almost as much of a problem to orthopedic surgeons as ever and manifestly is nothing for a physical director to attempt to handle.

Reconstruction is limited by training of staff, facilities, and the frequency and type of defect.

The protection phase is not as limited since protection, like education, is one of the general functions of any educational institution. But protection specifically applies to the more serious defects such as heart, hernia, and glandular disturbances.

Education as discussed under objectives is limited somewhat by facilities, but mainly taxes the ingenuity and training of the staff members. But since this phase of the program is by far the most important, institutions should appropriate money in their budget to secure facilities and properly trained men and women.

The limitations with respect to cooperation are largely self-made and due to lack of tact and understanding and can usually be avoided.

Opportunities for research are definitely limited by facilities and the training of staff members.

Specifically speaking, the following principles should prevail:

1. Make use of medical examinations, scientific tests for physical capacity, postural tests, for classification and diagnostic purposes.
2. Refer all structural pathological cases for medical and surgical care to orthopedic surgeon or to corrective clinic. (There must be cooperation between the physical educators and the medical profession.)
3. Give all exercises from corrective fundamental positions: parallel feet, recumbency, sitting positions, tilted balance boards.
4. Control fatigue, by establishing rest periods.
5. Try to find out the cause, and try to remove the cause, of all defects.
6. Familiarize one's self with the diagnosis of the examining physician. No exercises should be given to severe cases unless authorized by a medical authority (e. g., structural scoliosis, heart cases, etc.) and do not be afraid to go back and ask advice.
7. Do not carry out corrective procedures for structural and pathological cases unless under the direction of an orthopedic consultant.

Follow-up on case is required. Use of X-ray, braces, strapping, corsets, etc.

8. Try to bring about the right mental attitude of all individuals toward their own improvement. An understanding of the correct position with conscious effort to improve on the part of individual involved will bring excellent results.
9. Work to establish recreational habits and interests within the physical capacity of the individual involved.
10. Emphasize recreational activities that have "hold-over values" for present and for future.
11. Determine the scope of corrective work for the given case by the severity and the type of condition existing.

The Term "Corrective"

Unfortunately the term corrective is a very unsatisfactory one. Specialists in the field know what it means and recognize its limitations. A better term must be coined. Special classes for mentally defectives are taken care of in "opportunity" rooms. We need a term wide enough in scope to express our meaning and yet not have the objectionable stigmatizing feature of "corrective." Remedial is not any improvement on the term as the implication is carried that there is something needing remedying. The terms "Individual," "Special," "Restricted," etc., are used by certain workers. It is time that a universally accepted term was selected, but this committee has not been successful in finding the desirable term.

PART VII.

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A. Books.

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(Continued on page 56)

How Much Faster Can Sprinters Travel?

By

DAVID P. WILLOUGHBY

Santa Barbara, California

FROM the title of this article the inference should be drawn that present-day records in sprinting *can* be improved upon. That, at least, is what is intended. Outstanding performances in all lines of sport are constantly being supplanted by new and better performances; and the sport of running, with its countless exponents, is particularly subject to this process of improvement—notwithstanding that the existing records, by very reason of being drawn from such widespread competition, are in most instances of awesome merit.

During recent years, dating perhaps from the debut of the sensational sprinter, Charles Paddock, in 1921, interest has been rekindled in the question of ultimate possibilities in running the shorter distances. Take the most popular sprinting event, the 100-yard dash: the former official amateur record of 9 3/5 seconds, made by D. J. Kelly in 1906, was unbeaten for 23 years until lowered to 9 5/10 seconds by Eddie Tolan in 1929 (although Paddock actually ran a 9 5/10 race on May 15, 1926), and then was reduced another one-tenth second only a few months later by Frank Wykoff, holder of the present world record of 9 2/5 seconds. This repeated lowering of a mark that previously withstood for years the onslaught of all sprinters should well cause one to wonder where the whittling-down process will end.

For a long time it was considered very doubtful if a full fifth of a second could be clipped from the age-old record of 9 3/5 for the hundred. One-tenth of a second, yes, but tenth-second stop-watches were not entirely reliable. George Simpson's epoch-making mark of 9 2/5 seconds, performed in 1929, removed most of the incredulity on this point, even though the mark subsequently was disallowed as a record on account of starting-blocks having been used.

Then came Frank Wykoff, of the University of Southern California, to run a 9 2/5 race at Los Angeles in May, 1930, and another at Chicago on June 7th. In the latter race he defeated Simpson and Tolan, and established beyond question the possibility of a 100-yard dash being run in such remarkable time and without the use of the then-discarded starting-blocks.

Interest in the possibility of the present best records in running being lowered, and if so how much, led the writer to prepare the following graph and tabulation. Through a correlation of the existing best marks for distances from 20 yards to 440 yards a set of theoretical "best" times for all included distances has been derived, from which the relative merits of actual records for various distances may be judged. The term "sprinting" was assumed as applicable to distances up to and including 440 yards, since the latter distance has to be run practically at top speed all the way.

In graphing the existing marks for the distances here considered, it becomes apparent that certain marks are better than others when judged by the general trend of all the marks from lowest to highest. This is shown in the graph here reproduced. The best of the existing marks, and the ones through which the correlation curve was first drawn, are as follows: 20 yards, 2.8 seconds; 35 yards, 4.0 seconds; 40 yards, 4.4 seconds; 50 yards, 5.2 seconds; 60 yards, 6.0 seconds; 75 yards, 7.2 seconds; 110 yards, 10.2 seconds; 130 yards, 12.0 seconds; 220 yards, 20.5 seconds; 440 yards, 47.0 seconds. Most of these marks were later modified slightly, in the process of expressing the time in hundredths of a second and in correlating the entire set of distances at five-yard intervals so that the denoted trend in time was expressed by a gradual numerical progression. The resultant theoretical "best" marks are given in the accompanying tabulations.

An analysis of sprinting time in relation to distance discloses that it takes 2 seconds to cover the first 10 yards, or to "get under way," and that each additional 5 yards from there up to a total of approximately 85 yards takes 0.4 of a second (or each yard 0.08 of a sec-

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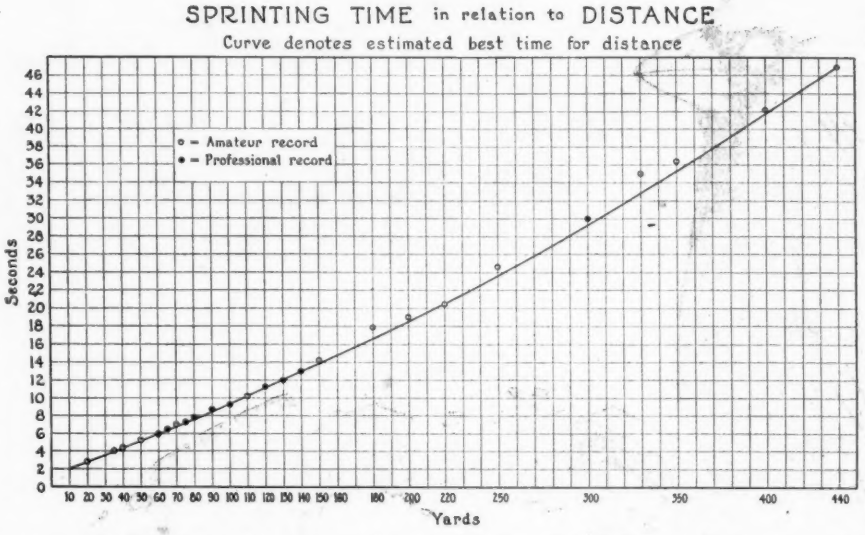
ond). This status actually applies to records made at 20, 35, 40, 50, 60, and 75 yards, after which there is an abrupt increase in time at 80, 100, and 110 yards to approximately 0.082 of a second per yard. In the estimated best time per yard (after the first 10 yards) this abrupt increase has been replaced by the smooth augmentation in time per yard characteristic in general of the increase in distance; which accounts for the time per yard at 20 yards being reduced from 0.080 to 0.078 of a second, and so on.



In computing the time per yard for the entire distance—without allowing 2 seconds for the "getaway"—it is interesting to observe that there is a gradual diminution up to approximately 155 yards, after which the time per yard increases. This is explained by the loss in average time occasioned by the stationary start being gradually overcome by the speed worked up while running, until the distance is reached where the runner's powers of endurance become unable to maintain the speed necessary to overcome the loss still further. Of course, in the individual sprinter's case, the distance at which the lowest average time per yard is reached varies. Some sprinters are best adapted to short distances; others to long.

When Charley Paddock's records for the various distances are plotted graphically, the inference to be drawn is that he was a comparatively slow starter, and entered his best pace at about 110 yards. His record mark for the last-mentioned distance is exceptionally meritorious, and, compared with the marks derived for all sprint-distances by the means here described, is equivalent to a running of the "century" in approximately 9.3 seconds. Paddock's best running times for 90, 100, 110, and 200 yards, respectively, imply that he might have established "unbeatable" marks for 120, 130, 140, and 150 yards had he made the effort under ideal conditions. His marks of 12 seconds for 125 yards and 14.2 seconds for 150 yards are not on a par with his record for 110 yards; neither is his 9.5-second mark for 100 yards, although a noteworthy achievement. Paddock's performance of traversing 100 yards in 8.9 seconds with a flying start has been cited as the fastest 100 yards ever run; but when he ran 110 yards in 10.2 seconds he must have covered the last 100 yards in *8.2* seconds, even if he made the first 10 yards in as rapid as 2 seconds.

Much ado is made over records for standard distances, while comparatively little attention is given to better records for odd distances. Paddock's 110-yard record is an instance in point. So are the professional records of 7.2 seconds for 7.5 yards (made by A. B. Postle of Australia, in 1906), and 12.0 seconds for 75 yards (made by J. Donaldson of Australia, in 1911). Possibly topping all sprinting performances, however, is the extraordinary record of 20.5 seconds for 220 yards credited to Roland Locke, of Nebraska. The time is entered on the World record list as 20 3/5 seconds, but 20.5 seconds is recognized as the American amateur record. This mark is approximately 0.3 of a second lower than it would be if equivalent in merit to the best marks for distances preceding and following it. Certainly, on this achievement alone, Locke should be recognized as one of the greatest, if not the greatest, sprinters of all time. With a flying start he also has run 220 yards in 19.6 seconds; his 20.5 mark, though, is equivalent to 19.51 seconds under that circumstance (or, 230-10, x .0887). Above 220 yards, the most meritorious mark up to 440 yards seems to be the 440 yard record itself. The World record of 47 2/5 seconds is credited to J. E. Meredith, but the best performance is the American amateur record of 47 seconds flat, made by M. W. Long in 1900.

In classifying the greatest sprinters of recent years on the merit of their respective performances when in "top form," the writer's ranking would be:

100 Yards—

1. Frank Wykoff. 2. George Simpson. 3. Charles Paddock.

220 Yards—

2. Roland Locke. 2. George Simpson. 3. Charles Paddock.

Noteworthy performances are: J. G. Loomis, 50 yards in 5.2 seconds, on Mar. 25, 1916; Charles Borah, 100 yards (practically tied with Paddock when the latter made his record of 9.5 seconds); Eddie Tolan, 100 meters in 10.2 seconds, on July 1, 1930; Helmut Koernig (Germany), 100 meters in 10.3 seconds, in 1929; Emerson Spencer, 400 meters in 47 seconds, on May 12, 1928; Emmett Toppino, of New Orleans, 100 yards in 9.5 seconds, Chicago, May, 1931; Cy Leland, of the Olympic Club of San Francisco, 100 yards in 9.5 seconds; Percy Williams, of Vancouver, B.C., 100 meters in 10.3 seconds, 1930; and Al Fitch, of Pasadena, Calif., 100 yards in 9.5 seconds, May, 1931.

(Continued on page 46)

How to combat "ATHLETE'S FOOT"

. . . the infection that preys on 50% of your pupils

IN spite of the most sanitary precautions, at least half of the population at some time suffers with "Athlete's Foot." And because the ringworm parasites which cause this infection lurk on the edges of swimming pools and showers — on gymnasium, locker- and dressing-room floors, instructors should be particularly careful to combat the disease that now preys on 50% of their pupils.

Unquestionably you have encountered hundreds of cases of "Athlete's Foot" in the past; and although you may have called it golfer's foot, toe itch or dobie-itch, the cause may be traced to the same tiny parasite called ***Tinea Trichophyton*** that infects and ***re-infects*** bare feet almost any time they come in contact with damp floors.

And remember—any unnatural condition of the foot may mean the presence of "Athlete's Foot." The symptoms* vary from redness between the toes, with i-t-c-h-i-n-g—to a dryness with little scales—or a thick, white, moist skin condition. But any signal calls for immediate treatment.

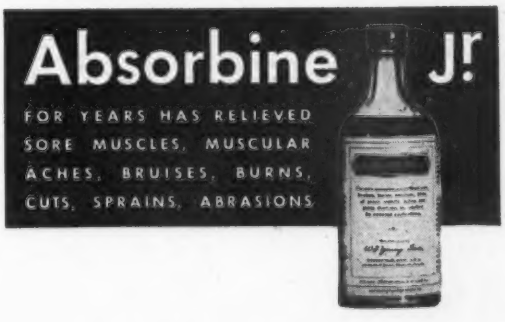
Absorbine Jr. kills the germs of
"ATHLETE'S FOOT"

If anyone comes to you suffering with this condition, remember that Absorbine Jr. has been tested by a famous New York laboratory—and has been found that it penetrates flesh-like tissues, and wherever it penetrates, ***it kills the ringworm germ!***

It might not be a bad idea to have all your pupils examine their feet at once. At the slightest symptoms* mentioned below, full strength Absorbine Jr. should be doused on the feet. A bottle should be kept handy in every locker to use as a preventive after every exposure of bare feet on damp floors. At all druggists—$1.25. W. F. Young, Inc., 472 Lyman Street, Springfield, Mass.

*** WATCH FOR THESE DISTRESS SIGNALS THAT WARN OF "ATHLETE'S FOOT"**

Though "Athlete's Foot" is caused by the germ—*tinea trichophyton*—its early stages manifest themselves in several different ways, usually between the toes—sometimes by redness, sometimes by skin-cracks, often by tiny itching blisters. The skin may turn white, thick and moist, or it may develop dryness with little scales. *Any one of these calls for immediate treatment!* If the case appears aggravated and does not readily yield to Absorbine Jr., consult your physician without delay.



Camping and Woodcraft as Part of the Physical Education Program

By

CAROLYN V. WEEMS

Marshall College,
Huntington, West Virginia

CAMPCRAFT and Woodcraft are recent fields in the Physical Education program and are becoming increasingly popular. We owe the growth of these fields to the Scout, Campfire and Summer Camp organizations. These studies as part of Physical Education have a great deal of "carry-over" value. The strongest claims for this course are that it educates for leisure time, forest fire prevention, independence from modern devices, and self-reliance in outdoor situations.

The main objective of the following college course is to offer to prospective teachers a practical and theoretical introduction to outdoor life and to camp leadership. A combination of lecture and laboratory methods are used in giving the information and practice. The students meet twice a week for class and give on the average of one extra hour a week to practical work—such as outdoor cookery, hiking, nature study, etc.

Very little equipment is really needed for a Campcraft course, though it is desirable to have a great deal of illustrative material. Access to the outdoors is the greatest need. The following course has been given at the State Teachers College of Harrisonburg, Virginia, with very few articles of equipment, as: scout axe, hunter's knife, jackknife, rope, and use of poncho, blankets and First Aid materials. The second year that this course was offered it was possible to use the College Camp, which was found to be an additional resource.

Although this course is given primarily for teachers and camp leaders, it can be easily adapted to a Liberal Arts College Physical Education program. With more practical work included, it may be extended from the eighteen week course to a thirty-six week course.

The course as outlined is for an eighteen week term.

1. History of Camping.
   - A. Founding of the first camps—private, public and semi-public.
   - B. Factors which have influenced growth of interest in camping.
   - C. Leaders in Campcraft and Woodcraft, and the influence of each.
2. Types of camps and features of each.
   - A. Private.
   - B. Private organization or semi-public.
   - C. Public.
3. Camp sites and layouts.
   - A. Camp site planning.
     1. Health factors which must be considered.
     2. Plans for permanent buildings of an organized camp.
   - B. Camp layouts.
     1. Types and characteristics of each.
     2. Advantages and disadvantages of each.
4. Camp sanitation.
   - A. Importance.
   - B. Factors of thorough sanitation as applied to all camps.
   - C. Practical means of remedying unfavorable conditions.
5. Camp organization and administration.
   - A. Duties of the parent organization.
   - B Duties of the camp committee.
6. Camp organization and administration.
   - A. Organization of the camp staff.
   - B. Duties of the camp staff and officials—as applied to each type of camp.
7. Camp equipment—general and personal.
   - A. General equipment for each type of camp.
   - B. Average personal equipment for each type of camp.
8. Camp shelter.
   - A. Tents—illustrations of types.
     1. Instruction in putting up small tents.
   - B. Means of water-proofing camp shelter.
9. Rules and Regulations for campers and councilors.
   - A. Necessity.
   - B. Means of administering.
   - C. Illustrations of rules and regulations of various types of camps.
10. Camp schedule of typical private and semi-public organized camps.
    - A. Seasonal.
    - B. Daily.
11. Camp program suggestions.
    - A. Special.
    - B. Stunts—suitable to different ages of campers.
    - C. Parties.
    - D. Awards.
12. Woodcraft—fire woods.
    - A. Types of fire woods and value of each.
13. Woodcraft—fire woods (cont.).
    - A. Identification of fire woods common to the locality.
      1. Samples of cut wood—green and dry.
      2. Identification by leaves (if available), grain and general appearance of wood and by the bark of the wood.
14. Woodcraft—fire making.
    - A. Factors of fire building.
    - B. Essentials of fire making and extinguishing.
15. Woodcraft—fire making, cont.
    - A. Illustrations of fires.
      1. Luncheon
      2. Dinner
      3. Camp crane
      4. Trench
      5. Hunter's
      6. Indian
      7. Winter
      8. Baking
    - B. Miniature fire building with tooth picks or small twigs.
16. Woodcraft—fire making, cont.
    - A. Illustrations of fires.
      1. Single stick crane
      2. Tripod
      3. Camp crane, No. 2
      4. Hat hole
      5. Pyramid
      6. Square or pen
      7. Teepee

B. Building of miniature fires.

17. Woodcraft—fire making, cont.
    A. Individual building of types of fires.
    B. Class criticism.
    C. Fire making—using fewest possible number of matches.
18. Woodcraft—fire making, cont.
    A. Means of fire making without use of matches.
        1. Use of watch crystal.
        2. Use of rocks.
        3. Use of flints.
        4. Rubbing of woods together.
    B. Demonstration and individual practice.
19. Camp cookery and menu planning.
    A. Organization and administration.
    B. Rules for menu planning.
    C. Suggestions for cooking outdoors.
    D. Cleaning up.
20. Outdoor cookery—practical lesson.
    A. Individual fire making and preparation of food.
    B. Suggestions:
        1. Students bring food.
        2. First food cooked should be simple, as baked eggs, potatoes or tomatoes, roast corn, broiled steak.
        3. Use of no permanent equipment should be encouraged, with the exception of a jack-knife.
        4. Advanced cookery may consist of making bread twists, beverages and other foods which require use of some permanent equipment.
21. Knots.
    A. Kinds of knots most commonly used and the value of each in camp life.
    B. Demonstration and individual practice of each.
22. Making of packs and camp rolls.
    A. Types of pack and camp rolls and value of each. Illustrations.
    B. Demonstration and individual practice.
23. Hiking.
    A. Best means of hiking and climbing.
    B. Equipment and clothing.
    C. Resting.
    D. First Aid equipment.
24. Pathfinding and trail making.
    A. Factors of pathfinding.
    B. Means of pathfinding.
    C. Types of trails.
    D. Trail signs.
25. Sleeping in the open.
    A. Selection of site.
    B. Making of bough beds.
    C. Demonstration of practical means of folding blankets to insure effective means of protection from dampness and cold.
26. Bed-making—practical lesson.
    A. Site selection.
    B. Preparation for sleeping.
    C. Class criticism.
27. First Aid—camp and personal equipment.
    A. Importance.
    B. Factors in rendering First Aid.
    C. Camp and individual equipment.
28. First Aid.
    A. Common camp ailments and remedies.
    B. Identifying poisonous plants and remedies for poisoning.
    C. Demonstration of Prone Pressure Resuscitation for drowning.
29. First Aid.
    A. Demonstration of types of bandaging and value of each.
    B. Individual practice of bandaging.
30. Camp problems and their solutions.
    A. Organization.
    B. Administration.

(Continued on page 40)

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PHYSIOLOGY
at the Service of
PHYSICAL EDUCATION

ARTHUR H STEINHAUS

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago

11. The Heart Size—Immediately After Exercise

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.

THE early observations on the heart after exercise, which were made by percussion, led to the view that after exercise the heart is left enlarged or dilated. This gave rise to the opinion that exercise was harmful to the heart. However with the introduction of X-ray methods an entirely new position developed. Kienbock, Selig, and Beck (1907) were the first to report that the normal heart is reduced in size immediately after exercise. In 1908 Moritz confirmed these observations. Since then, though at least a dozen scientists have made similar observations, one fact stands out prominently, namely, most of them have also found a few individuals who are exceptions to this rule in that they show enlargement or dilatation of the heart instead of a reduced size. To get a little nearer to the significance of these exceptions, Williamson (1915) studied the effects of stair-climbing to a point of exhaustion on one hundred subjects, which he classified according to the condition of their hearts as, (1) normal, (2) heart lesions with perfect compensation, (3) cardiac cases with moderate decompensation. Whereas all but ten per cent in the first group showed diminished heart size, almost half of the second and third groups showed dilatation after the exercise. Similarly, Kaplunowa (1929), from observations on 110 blacksmiths in a Moscow steel mill concluded that 4½ to 5 hours of hard labor is followed by reduction in size of normal and non-pathologically enlarged hearts, whereas hearts which previously had been diagnosed as moderately pathological responded in 84 per cent of cases with dilation. Both he and Williamson suggest that this difference in response of the myocardium to a work load might be used as a test of the functional efficiency or adaptability of the heart. Ackermann (1926) examined thirty-one marathon runners. Of the twenty-six who finished, eighteen showed definite reduction in heart size and six showed a tendency to enlargement. Of the seven who were unable to finish the race, six showed dilatation. He concludes that enlargement is a sign of overtaxing the heart and is abnormal. Deutsch (1929), who observed reduced heart shadows in all but three of a group of thirty-two 1928 Olympic athletes, records one heart whose transverse diameter was reduced from 14.8 cm. before exercise to 11.6 cm. after the race. This reduction of 20 per cent is the greatest that has come to my attention. The average reductions in various series run from .6 cm. to 1.7 cm. The duration of this reduction in heart size was found in rabbits observed by Gordon and Strong (1923) to be two hours. Deutsch generalizes to the effect that its duration is related to the strenuousness of the exercise which induced it. Rautmann (1927) is of the same opinion. In 1924, he reported having found a diminution of 1.1 cm. in the transverse as long as 24 hours after a very strenuous cross country run. Both Deutsch and Rautmann discuss in detail the possible cause of this phenomenon. The former seeks the explanation in a diminished venous return associated with the dilation of peripheral vessels and lowered blood pressure following exercise and lasting until complete metabolic recovery is attained, whereas the latter thinks this explanation insufficient and postulates a change in the myocardium which prevents its complete relaxation even after the heart rate, blood pressure, etc., have returned to normal. The dilatation occasionally observed, particularly in defective hearts, is generally considered to be due to a weakening of the myocardium.

That the normal heart shows a reduced size after exercise is then well established. A dilated heart has probably been overtaxed. Boigey (1921) asserts that it is but a matter of the duration and the intensity of the work which determines whether the response shall be a diminution or a dilatation.

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Camping and Woodcraft

(Continued from page 39)

31. Campers' problems.
    - A. Health.
    - B. Development of personality.
    - C. Discipline.
32. Councilor-training institutes and conferences.
    - A. Organizations sponsoring conferences for camp education.
    - B. Types of conferences held and examples of courses given by each.
    - C. Location of the various conferences and when held.
33. Obtaining Camp positions.
    - A. Types of positions obtainable.
    - B. Recompense given by different camps.
    - C. Means of obtaining the positions.
34. Use of Campcraft and Woodcraft in the Junior High Schools.
    - A. Value of material to pupils.
    - B. Interest of pupils in these fields.
    - C. Suggestion for course outline.
        - A. Nature Study.
            1. Trees.
            2. Plants.
            3. Wild flowers.
            4. Birds.
            5. Stars.

B. Camp Cookery.
1. Fire building—few most commonly used types.
2. Fire making and extinguishing.
3. Cooking with few utensils.
4. Suitable foods and their preparation. Cleaning up.

C. Campcrafts and woodcrafts.
1. Bough and bed making.
2. Pack making and pack carrying.
3. Knot tying.
4. Putting up of tents.

D. Hiking.
1. Ways of hiking and climbing.
2. Type of clothing to be worn.
3. Resting, amount of water to drink while hiking, amount of food to eat, etc.
4. Care of blisters, etc.

D. Adaptation of suggested course to various situations.

35. Use of Campcraft and Woodcraft in the Senior High Schools.

A. Value to pupils.

B. Suggested outline of course.

A. Nature Study.
1. Trees—value for firewood and making furniture.
2. Plants—value for food and remedies.
3. Wild flowers—use.
4. Birds—value to mankind.
5. Stars—use as guide to pathfinding.
General facts of interest concerning the more important stars.

B. Camp Cookery.
1. Fire building—those not commonly used.
2. Advanced cookery—more complicated than that used in the Junior High School. Cleaning up.
3. Individual adaptation to various situations.

C. Campcrafts and Woodcrafts.
1. Preparation of site for overnight camping.
2. Making emergency shelter.
3. Making rustic furniture.
4. Making of cooking utensils.
a. Toasting forks.
b. Bread toasters.
c. Pot hooks.
d. Food bags.
e. Water bags.

D. Hiking.
1. Overnight hikes.
2. Week end hikes.
3. Pathfinding.
4. Trail making.

C. Equipment for Junior and Senior High Schools.
1. Need to be individually furnished, unless the course is considered important enough to warrant expenditure of funds.
2. Simplicity—keynote.

36. Review, summary or examination.

A. Method of presentation of course varies according to the situation and local conditions.

Note: Instruction should be given in the ways of handling canoes and row boats for pleasure and for life saving.

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Around the Country with J. E. Rogers

Glorious news! Dr. D. Oberteuffer plans a great year as state director of health and physical education in Ohio. For a while it looked as if we were to lose Ohio as one of the progressive states with a state director but largely through the fine interest of the new commissioner of education, B. O. Skinner, formerly president of Winthrop College of Ohio, the budget for the state director was re-established and our genial good friend Oberteuffer was reinstated.

* * *

Ernst Hermann, Director of Sargent School, Boston University, is developing a splendid program at Sargent Camp in New Hampshire.

* * *

Hiram Jones has been appointed director of the Health and Physical Education Division in New York State. Mr. Jones has a splendid record in health and physical education and for the past year has been studying for his Doctor's degree at Teachers College, Columbia. Jones is a very capable leader and we expect great things from him in his new job in the empire state.

* * *

Lester Crapser, Director of the Department of Physical Education, State Teachers College, East Stroudsburg, Pennsylvania, is in charge of the records, scores and statistics of the National Physical Achievement Standards. He is doing splendid work refining the standards so that we will have standards for each respective age.

* * *

The good friends of H. A. Lorenz will be glad to know he is enjoying his position at Lafayette College, Easton, Pennsylvania. Lafayette has a great president in Dr. William M. Lewis who has a fine spirit in regard to physical education.

* * *

Roland A. Esbjornson who has been one of the leaders in Y.M.C.A. physical education, and formerly director of physical education in Lawrence, Massachusetts, has now a splendid position as director of physical education at the State Teachers College, Glassboro, N. J. * * *

Elmer Berry, formerly on the staff of the Y.M.C.A. College, Springfield, and now director of the International Y.M.C.A. School of Physical Education at Geneva, Switzerland, paid a short visit to this country in July. Mr. Berry wishes to be remembered to all his good friends. He is doing a good job in Geneva, that city upon which the eyes of the world are now focused in their international problems.

* * *

Our good friend and leader Dr. F. W. Maroney has left his position as president of Arnold College and is now on the faculty at Teachers College, Columbia. Williams, Brownell and Maroney with the other splendid members of the faculty of physical education at Teachers College make a fine team.

* * *

Miss Jessie Garrison who has been acting state director of health and physical education in Alabama was appointed state director July 1st. Miss Garrison has been doing some good work in that state which has been one of the leaders in the south in state programs of health and physical education.

* * *

Harry Brown, graduate of Springfield, Massachusetts, and for years on the faculty of the Department of Physical Education at East Stroudsburg, Pennsylvania, has accepted the position as a member of the faculty of physical education at New York University under Professor J. B. Nash.

* * *

Another good piece of news is that the Texas state legislature definitely set aside an item in the budget of the state superintendent of schools for health and physical education. This means that Mr. Sandlin will now have a definite budget and will be able to give full time to his job as state director of physical education. There is splendid interest throughout the state and great progress will be made in health and physical education in Texas in the next five years. Dr. David Brace of the University of Texas and Dr. Harry Scott of Rice Institute, Houston, have been two leaders in the Texas movement. Brace was largely responsible for the passage of the physical education law two years ago. Harry Scott is president of the Texas State Physical Education Association.

Also this summer the writer visited the splendid field house that is being built at the Ohio State University. It will be one of the very best when completed. Perhaps the most striking thing about this building is the four swimming pools. Think of it! Four swimming pools, and the big one is a beauty in design and color.

* * *

Everyone will be interested to know that Professor Clark W. Hetherington is a professor at the Stanford University and is actively teaching and writing. Professor Hetherington and our good friend Dr. Storey are planning some fine graduate work in health and physical education at Stanford University.

* * *

Des Moines misses Margaret McKee very much. Her funeral was one of the finest in Des Moines. The newspapers were most generous in their front page stories and editorials. Two memorials have already been erected; one on a playground and one at the swimming pool at Dodge Field.

* * *

Dr. David Brace of the University of Texas taught this summer at Boston University.

* * *

Louis Schroeder, one of the outstanding leaders in Y.M.C.A. physical education work and for years European field secretary for the Y.M.C.A., has for the past year been on the staff of the National Recreation Association. His work is Field Secretary on Service to Real Estate Subdivisions.

* * *

Mr. Yarwitz, formerly director of physical education in Albany, New York, is now on the staff of Lawrence Hill at Ithaca College, Ithaca, New York. Both Hill and Yarwitz do a splendid work.

* * *

The southern section of the A.P.E.A. plans to hold its meetings in Jacksonville, Florida, March 23-27, 1932. Miss Mary Coleman of the North Carolina College for Women is president of the southern section and plans an excellent program. C. M. Miles, State Director of Florida is in charge of local arrangements.

* * *

The dates of the National A.P.E.A. meetings have been set for April 20-23, at Philadelphia, Pennsylvania.

* * *

Many high school students have grossly erroneous impressions concerning the physiology and anatomy of the human body, according to Dr. J. Mace Andress, the editor of the health and school department of Hygeia, the Health Magazine. One girl thought that the heart might be the size of a miniature candy heart while another believed that it was fully as large as a tea plate. Health education should be in the high school curriculum, pleads Dr. Andress.

* * *

Perhaps the finest physical education building for women in American colleges is now at the University of Texas. Miss Hiss for six years made studies of plans over the country and made two personal visits one to the east and one to the west. As a consequence the women's building at Texas is not only a thing of great practical usefulness but a building of beauty and fine design. It contains some seven gymnasiums, playrooms, special rooms, swimming pool and excellent shower baths. It was a great pleasure this summer for the writer to make a personal visit to both the men's and women's buildings at the University of Texas.

* * *

The Rice Institute has recently completed extensive additions to its physical education building. This new structure provides complete facilities for dispensing and laundering gymnasium and athletic uniforms for the entire male enrollment. Drying facilities adjacent to the team dressing rooms take care of bulky football equipment which may not be laundered daily. The building is so arranged that the equipment room and dressing quarters are near the office, thus facilitating administration. Complete laundry facilities are maintained thus providing a daily change of all garments. Two new play fields provide additional facilities for the out-of-doors program which is maintained the year around.

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IT MAY INTEREST YOU TO KNOW—

THOSE who are planning to attend the national tournament of the United States Field Hockey Association at Winnetka, Illinois, November 25-29, will be interested in knowing that the railroad companies are making a special one and one-half fare rate for the round trip. Individuals desiring the reduced rate should write at once to Miss Marie H. Johnston, 7749 Merrill Avenue, Chicago, Illinois, for round trip certificates.

THE Dane, Niels Bukh, the creator of "Fundamental Gymnastics," at the request of twenty foreign organizations is making a round-the-world tour with twenty-five students from the Folk High School in Ollerup, Denmark.

He left Denmark early in August, at the invitation of the Japanese Government, to spend forty days demonstrating his work in Japan. On the way to Japan demonstrations were given in Danzig, Poland, Soviet-Russia, Siberia, and China. At the request of Canada, Bukh and his group are returning to Denmark by way of North America and the tour eastward from Vancouver to Montreal is sponsored by the National Council of Education.

The dates of demonstrations follow: Vancouver, Oct. 26; Calgary, Oct. 28 and 29; Edmonton, Oct. 30; Regina, Nov. 3; Winnipeg, Nov. 5; St. Paul, Minn., Nov. 7; Minneapolis, Minn., Nov. 9; Chicago, Ill., Nov. 12; London, Ont., Nov. 13; Guelph, Nov. 14; Hamilton, Nov. 16; Toronto, Nov. 17; Kingston, Nov. 18; Ottawa, Nov. 19; Montreal, Nov. 20; Troy, New York, Nov. 21; Boston, Mass. (two demonstrations), Nov. 23; New York City, Nov. 25. All arrangements for demonstrations are being made through the office of the Royal Danish Consulate General at Montreal.

The demonstrations will include fundamental gymnastics by both men and women; exhibition gymnastics and singing games by the women; exhibition gymnastics, jumping and tumbling by the men; Danish folk dances in old national costumes; and part songs by the entire group.

Bukh's school in Denmark has become an international center of Physical Education with regularly established courses every year for British officers and gymnastic instructors and for German speaking instructors in Physical Education. Summer courses in Physical Education for women instructors from the United States and Canada have been organized and conducted by the School of Physical Education and Hygiene of Russell Sage College, Troy, New York, since the summer of 1926.

Bukh was the leader of the Danish gymnasts at the Olympic Games in Stockholm, 1912; Antwerp, 1920; and Paris in 1924. He has been knighted by the King of Denmark and decorated by the King of Sweden. All physical education teachers will be interested in this demonstration of a world famous physical education program.

WHERE free information on health and physical education may be obtained: (from a report by Ralph E. Wiley, Assistant Supervisor of Physical Education, St. Louis, Mo.)

Literature

National Health Council, 370 7th Ave., New York, N. Y.
Cleanliness Institute, 45 East 17th, New York, N. Y.
Elizabeth McCormick Memorial Fund, Chicago, Ill.
Educational Division, National Safety Council, 120 West 42nd St., New York, N. Y.
U. S. Public Health Service, Treasury Dept., Washington, D.C.
National Board of Fire Underwriters, New York, N. Y.

Bulletins

Educational Bureau, Metropolitan Life Insurance Company, New York, N. Y. (125 bulletins on sleep, foods, diet, hygiene, etc. Also Teacher Manual on How to Teach Health.)
Life Extension Institute, 25 W. 45 St., New York, N. Y.
Health Education Series No. 2, Bureau of Education, Dept. of Interior, Washington, D. C.
Life Conservation Service, John Hancock Mutual Life Insurance Co., Boston, Mass.

Charts, Pictures, Etc.

American Posture League, Inc., 1 Madison Ave., New York, N. Y.
Keep Fit Series, United Public Health Service, Washington, D.C.
American Child Health Association, 370 7th Ave., New York, N. Y.
Habit Training for Children, National Committee for Mental Hygiene, New York, N. Y.

Free Movies

Child Bureau, Dept. of Labor, Washington, D. C. (Express charges only, Posture—Athletics—Hygiene.)
Educational Bureau, Metropolitan Life Insurance Co., New York. (Lives of Great Health Men in Health Field.)

Stunts and Exercises

Stall Bar Exercises (chart), Narragansett Machine Co., 1504 Monadock Block, Chicago, Illinois.
Olympic Chart, Compulsory Gymnastic Exercises on Apparatus for Teams, Apparatus Work on Horse, Buck, Rings, and Bars, American Olympic Association, 223 Broadway, New York, N. Y.

Tests

Badge Test (Boys and Girls), National Recreation Association, 315 Fourth Ave., New York, N. Y.
Height and Weight Charts, National Recreation Association.
National Physical Fitness Test, National Recreation Association, 315 Fourth Ave., New York, N. Y.

Manuals and Courses of Study

State Department of Education, State of Ohio, Columbus, Ohio.
State Department of Education, State of Alabama, Montgomery, Ala.

THE *Arbeitsphysiologie,* 1931, published in Berlin, contains an article entitled "The Application of the Pulse-Ratio Test to Efficiency in Performing on Gymnasium Apparatus," by E. G. Schroeder and W. W. Tuttle. Reprints of this article may be obtained by writing to the authors at the University of Iowa, Iowa City, Iowa. The writers feel that the investigation has pointed out a method by which accomplishments on gymnasium apparatus can be measured adequately, simply, and quickly; also, the skill necessary to give the test is well within the limits of the training of most instructors. The pulse-ratio test definitely points out differences in efficiency in performing on the parallel bars. It is reliable for picking out those who are proficient as well as indicating those who are inefficient.

MISS HELEN N. SMITH, Head of the Department of Physical Education for Women at the University of Cincinnati, has recently returned from a six months' tour of Europe.

THE annual convention of the American Association for Hygiene and Baths will be held at Webster Hall Hotel, Detroit, Michigan, November 6-7, 1931, under the auspices of the Detroit Department of Health cooperating with the Michigan State Department of Health. Swimming pool problems and Pool Sanitation will be discussed and there will be interesting exhibits and a swimming demonstration in the Webster Hall Pool, also an inspection trip to the Detroit Health Department Laboratory and to a modern school pool.

Registration should be made immediately accompanying letter by check for $1.25 made out to Arthur M. Crane, Secretary-Treasurer, P. O. Box 307, Gary, Indiana.

THE American Physical Education Association urges as a goal for this year that EVERY STATE have ORGANIZED PHYSICAL EDUCATION ASSOCIATIONS by the time of the National Convention. States interested in organizing may secure assistance by writing to the Secretary of their District as follows:

Eastern District: Miss Grace Jones, Public Schools, Summit, N. J.
Middle West District: Dr. C. O. Molander, University of Chicago, Chicago, Ill.
Northwest District: Mr. Clair V. Langton, Oregon State College, Corvallis, Oregon.
Southern District: Mr. T. E. McDonough, Teachers College, Richmond, Kentucky.
Southwest District: (not yet organized.)

Also, a suggested form of Constitution may be obtained from the American Physical Education Association, Box 362, Ann Arbor, Michigan.

Schools Having Ten or More Student Members in the A.P.E.A.

State Teachers College, Slippery Rock, Pennsylvania	80
Temple University, Philadelphia, Pennsylvania	66
Normal College of the American Gymnastic Union, Indianapolis, Indiana	47
State Teachers College, East Stroudsburg, Penn.	36
Russell Sage College, Troy, New York	32
Arnold College, New Haven, Connecticut	30
Bouve-Boston School of Physical Education, Boston, Massachusetts	29
University of Kansas, Lawrence, Kansas	27
University of Minnesota, Minneapolis, Minnesota	24
University of Washington, Seattle, Washington	22
State Teachers College, Trenton, New Jersey	19
State Teachers College, West Chester, Pennsylvania	18
Texas State College for Women, Denton, Texas	17
New York University, New York, New York	15
Wellesley College, Wellesley, Massachusetts	14
Oregon State Agricultural College, Corvallis, Oregon	14
Kansas State Agricultural College, Manhattan, Kansas	13
State Teachers College, La Crosse, Wisconsin	12
Boston University, Sargent School of P. E., Cambridge, Mass.	11
Columbia University, New York, New York	10

MR. E. B. COTTRELL, State Teachers College, Slippery Rock, Pennsylvania, says "We are striving for first place in Student membership this year." This College has an enrollment of 400 in its department of Health and Physical Education and, at the present writing, has eighty students who are members of the American Physical Education Association. Mr. Cottrell states that this showing represents just the beginning of their drive for student membership in the National Association.

THE Cleanliness Institute has made an interesting study concerning "Handwashing in Schools." This bulletin may be obtained from the Cleanliness Institute, 45 East 17th Street, New York, N. Y.

BULLETIN No. 4 (1931) "Current Practices in the Construction of State Courses of Study" may be obtained from the Office of Education, Department of the Interior, Washington, D. C.

THE State of Vermont has organized a Physical Education Association. The officers are: President—Milton Hard, High School, Burlington; Vice-President—Ralph Erickson, Windsor; Secretary-Treasurer—Frances Babbitt, Public Schools, Burlington.

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THE Denver Chemical Manufacturing Company, one of the regular advertisers in the JOURNAL OF HEALTH AND PHYSICAL EDUCATION, wishes to notify the public to beware of imitations of their product, Antiphlogistine, which are now on the market. Antiphlogistine is the product of years of specialization and, in addition to the purity of its ingredients, it is compounded according to a definite formula familiar to the medical profession. Imitations give greater profits to the vendors at the expense of the quality of the product and also contain no therapeutic benefit. The manufacturers request that, when prescribing, physicians should specify the genuine product.

FOLLOWING is a more detailed announcement of the Wingate Athletic Broadcast which will be carried over the Columbia Broadcasting network each Saturday, October 31 to April 23, from 12:45 to 1:00 p. m. Eastern Standard time. It will start October 31 with a program of announcements which will include a statement by Secretary of the Interior, Honorable Ray Lyman Wilbur.

These weekly broadcasts, which are arranged by the Wingate Memorial Foundation of New York City, will present authorities on the various sports and games and related subjects. On November 7, Professor William H. Kilpatrick, of Teachers College, Columbia University, will speak on "The Function of Athletics in Modern Education." On November 14, Tad Jones of Yale will speak on "Football Fundamentals for Every Player and Every Coach." Discussions on succeeding Saturdays will include Elmer D. Mitchell of University of Michigan, Dr. Leroy Mercer of Pennsylvania, Dr. Joseph E. Raycroft of Princeton, Dr. James Naismith, inventor of basketball, and other athletic authorities.

The Wingate Athletic Broadcast is intended to bring to the coaches and athletic teachers throughout the country a fifteen minute summary of the two-hour lecture-demonstration conducted each Saturday morning in New York City for the benefit of the local teachers and students of physical education in athletics.

Arrangements are being made whereby it will be possible for those who listen to the 15-minute summary to receive an inexpensive transcript (at cost) reporting the full two-hour lecture and demonstration. The cost of each transcript will be less than that of a popular magazine and may be secured by applying to the Office of the Chairman, 57 East 56th Street, New York City.

THE splendid physical education building and plant of the Eastern Kentucky State Teachers College has been dedicated. It is one of the largest and best equipped buildings of its type in the country. It is a three story structure of brick, steel, and concrete and is 100 feet by 220 feet. The building contains complete gymnasium facilities, including a large gymnasium 110 by 90 feet with a seating capacity of 2,000 and a small gymnasium 74 feet by 40 feet. All necessary apparatus for physical education has been installed in the building. The locker rooms located on the ground floor contain 1,065 steel lockers for the use of students. A feature of the building is an official size tile swimming pool which is equipped with all necessary machinery for heating, filtering, and purifying the water. The building contains classrooms and laboratories for the departments of physical education and health, the office of the college physician, and offices for the physical education staff. H. L. Donovan is the head of the faculty of ten persons.

Values in Rhythmics

(Continued from page 9)

teacher, and was usually limited to the experiences and emotions of chasing butterflies, picking imaginary flowers, and acting out coquettish love themes. If art is a product of experience and if it is to be vital, it will not be limited in expression to giving form only to what is graceful and pleasing. If the dance will not restrict itself to a prettyfied type of expression but will employ the great wealth of music and a wide range of emotional experience, it will be capable of a more vital and richer development.

We hear a good deal today about education for leisure time. In those who are fortunate enough to have any leisure time, perhaps there is no other field to which we can turn for true *re*creation, in this industrial, mechanistic age, where mass production and organization tends to crush individuality and creative activity, than to the field of the arts. In cities and in universities where life spins at a rate of high tension perhaps the leisurely arts are of more psychological and recreational value for some people than are competitive athletics. For some high strung girls, competitive athletics only increase strain and tension, whereas the bodily relaxation available in rhythmics and the opportunity to benefit by the well known psychic effect of music might be well substituted. It is for just these reasons that rhythmic training is now recognized as having a very worthwhile and increasingly important place in the physical education program. Formerly, the highly recreational, social and physiological values of the dance were the chief ones stressed, but to those have now been added, through the newer type of work, the high educational values of creative activity, the flexible, free poised type of body movement, and the cultural values to be derived through experiencing rhythm not only in music but in discovering its relation to other arts as well. These qualities put this work in the first rank as an educational and recreational activity for girls.

Dewey says, "Art and play are moral necessities but whatever deprives art and play of their own careless rapture deprives them of their moral function." What we, as an industrial nation and a business people, need to be careful of is that our games shall not turn into a business, as college football tends to do, and that our recreation and leisure time are spent on things that enrich, harmonize and revivify our experience.

How Much Faster?

(Continued from page 36)

Disregarding the jurisdiction of the International Amateur Athletic Federation over the authenticity of records in running, there is the exceptional performance of Minoru Fujii, of Tokio University, who back in 1902 is reputed to have run 100 meters, on grass, in 10.24 seconds; which was equivalent to 100 yards in 9.4 seconds. So, if we accept Fujii's capability, the long-standing mark of 9 3/5 seconds for 100 yards was superseded even before it was established! Further, to tax one's credulity, there is the tale of Nozo, an Indian of the island of Tiburon, who several years ago was timed over 100 yards in 9 seconds flat, by an anthropologist who was on the island to study the Indians and who soon became apprised of Nozo's unique celerity.

In considering the theoretical "best" time for running a given distance, here presented, it should be borne in mind that the estimated records are based on the best actual records, and if the latter are lowered all the estimations will have to be lowered accordingly.

SPRINTING RECORDS—Actual and Estimated
(English Distances)

Distance, yards	Time, seconds — Actual Amat.	Prof.	Estimated	Time per yard, sec.	Time per yd., seconds, for remainder of distance, allowing 2 seconds for first 10 yards.
10			2.00	.2000	.0780
15			2.39	.1593	.0780
20	2.8*		2.78	.1390	.0780
25			3.17	.1268	.0780
30			3.56	.1187	.0780
35	4.0*		3.95	.1129	.0781
40	4.4*		4.34	.1086	.0782
45	5.2*		4.74	.1053	.0783
50	5.2*		5.14	.1028	.0785
55			5.54	.1007	.0787
60	6.2	6.0	5.94	.0990	.0789
65	6.8*	6.5	6.35	.0977	.0791
70	7.0*	7 1/16	6.76	.0966	.0793
75	7.4*	7.2	7.17	.0957	.0795
80	8.0	7 3/4	7.59	.0949	.0798
85			8.01	.0942	.0801
90	8.8	8.7	8.43	.0937	.0804
95			8.86	.0933	.0807
100	9.4	9 3/8	9.29	.0929	.0810
110	10.2	10.4	10.18	.0926	.0818
120	11.4	11 1/4	11.08	.0923	.0825
130	12.4	12.0	11.98	.0921	.0832
140		13.0	12.88	.0920	.0837
150	14.2	14.2	13.79	.0919	.0842
160			14.71	.0919	.0847
170			15.64	.0920	.0852
180	17.8		16.58	.0921	.0858
190			17.53	.0923	.0863
200	19.0	19.0	18.50	.0925	.0868
210			19.49	.0928	.0874
220	20.5	21.1	20.50	.0932	.0881
230			21.52	.0936	.0887
240			22.56	.0940	.0894
250	24.6	25 1/4	23.60	.0944	.0900
260			24.66	.0948	.0906
270			25.74	.0953	.0913
280			26.85	.0959	.0920
290			27.99	.0965	.0928
300	30.0	29 61/64	29.16	.0972	.0937
310			30.36	.0979	.0945
320			31.58	.0987	.0954
330	35.0		32.81	.0994	.0963
340			34.05	.1001	.0971
350	36.4	37.2	35.30	.1008	.0979
360			36.56	.1015	.0987
370			37.83	.1022	.0995
380			39.11	.1029	.1003
390			40.40	.1036	.1011
400	42.2	43.0	41.70	.1042	.1018
410			43.01	.1049	.1025
420			44.33	.1055	.1032
430			45.66	.1061	.1040
440	47.0	47.6	47.00	.1068	.1047

* Record made indoors.

SPRINTING RECORDS—Actual and Estimated
(Metric Distances)

—Distance— mtrs.	yds.	Time, seconds Actual (Amat.)	Estimated	Time per meter, seconds	Time per yard, seconds	Time, per yard, seconds, for remainder of distance, after allowing 2 seconds for 1st 10 yds.
50	54.68	5.6	5.51	.1103	.1009	.0786
60	65.62	6.6	6.40	.1067	.0975	.0791
70	76.55		7.30	.1043	.0954	.0796
80	87.49		8.22	.1027	.0939	.0802
90	98.42		9.15	.1017	.0930	.0809
100	109.36	10.2	10.12	.1012	.0926	.0817
150	164.04	16.0	15.09	.1006	.0920	.0850
200	218.72	20.5	20.37	.1019	.0931	.0880
300	328.08	33.2	32.57	.1086	.0993	.0961
400	437.44	47.0	46,66	.1166	.1066	.1045

If it becomes practicable to replace the tenth-second stop-watches now employed with electrical timing devices, accurate to 1/100 of a second, more precise data on running time in relation to distance should become available.

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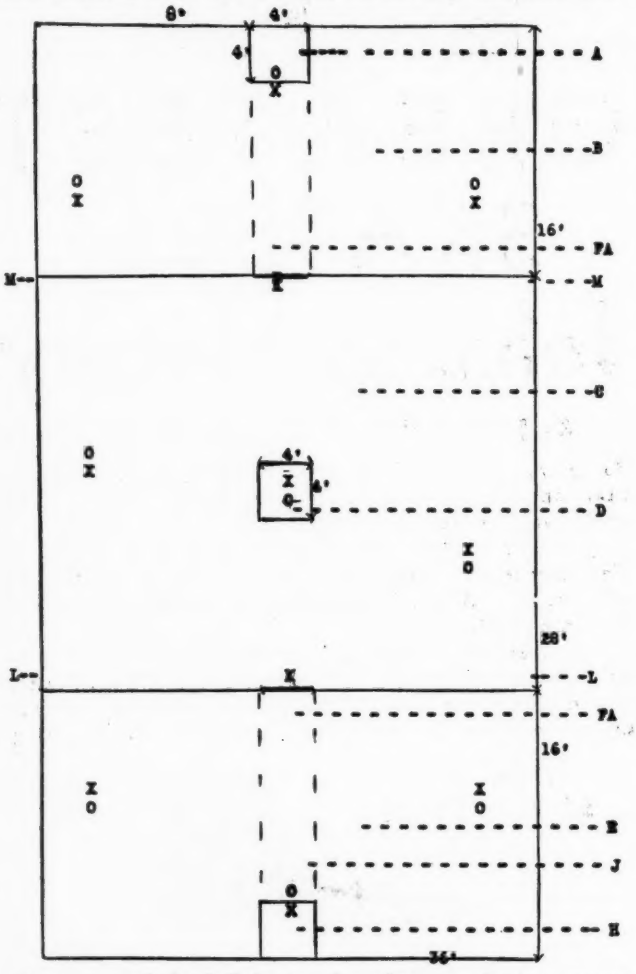
Physical Education in Special Classes

(Continued from page 29)

line, when he attempts to get the ball, no point is scored and the ball goes to the opponents out of bounds.

15. In a field or foul throw, if any part of any guard touches over the goal area line, such a throw will count whether the goal keeper gets the ball or not—providing the goal player does not step out of his box either. If both guard and goal keeper foul, the ball is tossed up between the two nearest opponents.

16. If during a free foul throw: (*a*) an opponent steps over the foul area lines, the throw counts if completed, and if not completed another attempt is allowed; (*b*) a member of the team throwing steps over the line, the throw if completed does



not count, and the ball is tossed up between the two nearest players—if not completed, the ball is in play anyway; (*c*) if players from both sides step over the lines, the ball is tossed up between the two nearest players, whether completed or not.

O—Players on O Team.
X—Players on X Team.
A—O Team's Goal Area.
B—O Team's Scoring Area.
C—Non-scoring Area.
D—Center Area.
FA—Foul Area.
E—X Team's Scoring Area.
H—X Team's Goal Area.
J—Foul Area Lines.
K—Foul Throw Lines.
L—Place for out of bounds play when O player causes ball to go out of bounds in X scoring area.
M—Place for out of bounds play when X player causes ball to go out of bounds in O scoring area.

General Suggestions Concerning Games

Games should be selected as far as possible to meet the combination of mental and physical levels found. While there is often a large range physically for a certain mental level, still the concentration of classes into "centers" gives fairly homogeneous classes. Choose games having very few rules for the lowest, such as Snatch, Long Base, Day and Night. Select games giving as much activity as possible to the greatest number at the same time, or in as short an interval as possible, such as Day and Night, Dodge Ball, or Class Basketball.

Divide the class into teams that are as nearly even as possible, so that the resulting score is close. These pupils will soon fight among themselves if their side loses continually. For this reason it is very difficult to have permanent organized teams in every class. Poor attendance also makes such organized teams impracticable.

Games should be played that are interesting to both boys and girls if the class is mixed. This is not hard to plan for in the lower or middle groups, but with adolescent high groups it is. Long Base, Bat Ball, Volley Ball (allowing the girls at first to catch and throw), and Class Basketball are possible games for both boys and girls.

Special class pupils have little or no play sense and at times actually have to be forced to play games. They do not take to new games because of being afraid of failing or looking ridiculous; and their minds are slow to exert themselves in new mental effort. A new game must be immediately "fun" with lots of action to "go over big." They do, however, eventually play a new game enough to take it up regularly. The middle and high groups are able to play highly organized games, and on learning them, prefer them to the low organization games. When these children play, they often make so much noise, shouting and laughing, that other rooms are disturbed. A medium degree of such feeling should be allowed. This type characteristically lacks control of emotions and should not be censured unduly, but should be controlled within reason.

Intramural Games

The Philadelphia special centers complete their school day at 2:30. Four years ago intramural games were started in all the centers having facilities for after-school play. The teacher of physical education selected one afternoon a week that was suitable to the majority of the pupils and designated it as "game day." Teams were organized among the boys to play after school for half an hour on that day. The procedure was not very successful at first. Many teachers, who had never had to remain after 2:30 previously, did not take kindly to the innovation. They magnified the real problems which were keeping the game day from being successful. The real problems were:

1. The pupils worked after school at odd jobs and said they could not stay and play.

2. The pupils do not care especially for games and do not have any strong curiosity, imagination, or inter-

est in such competitive activities. To some, such activities mean just that much more mental and physical effort, which they do not care to make.

3. These pupils, when in regular schools, were not allowed to play on teams because of their inferior ability and different social position. They were treated as "dummies" and so they not only did not get any practice in games but took an added dislike to them due to those associations. Furthermore, they didn't like school; they wanted to get out of school as soon as it was over; and they did. Staying after school was a real penalty to them. So now in special schools, this association persisted; they wanted to get far away from school as soon as 2:30 arrived.

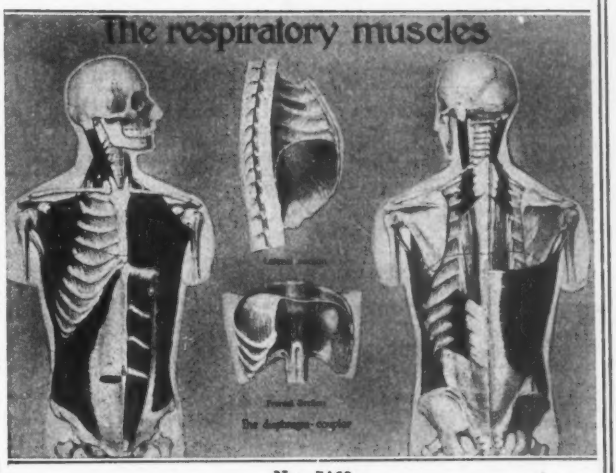
The combination of these problems made it difficult to have the program succeed. But as time went on changes occurred. I found that their "regular jobs" they had to get to were blacking shoes, selling papers, picking up rubbish, etc., which, in reality were very irregular. It developed that when they found it was fun to play a game and when game day was always the same day, they arranged those "important jobs" and stayed and played. It also showed that the best teachers soon had this feature of the program proceeding successfully. Games that the classes already knew were ideal to start the program with. Contests with other centers were arranged, and the games played in those contests were used as the intramural seasonal game, and motivated the intramural schedule.

It is true there are many of these pupils who are very poor and need every penny that they can scrape together by odd jobs. It is impossible to break down all the barriers that cause this type of pupil to shy from such games, but persistent effort will enable such a program to succeed. These pupils need such games so badly that it is worth the effort. I have even seen two classes marched from the class room and, so to speak, forcibly made to play after school. Such procedure is positively unpedagogical. Many will say no real benefit could possibly come from such methods. Games should attract by their own value and interest. I admit this is true, but I saw all those boys soon having a fine game of soccer, and if they were not enjoying it and being benefited by it, they at least appeared to be.

Such action, of course, is very rare. Many times a few boys, or a whole room which is going to play, get into a sulk over some real or fancied injustice. It takes an old, experienced teacher of such pupils to get them to do anything. This part of the program is hard to accomplish, and while it is not always the teacher's fault when it fails, it is usually to his credit when it succeeds.

Many centers play a schedule of one class against another, if the center is large enough to have several divisions nearly equal. Others have two or three leaders choose teams throughout the school. Others use neighborhood gangs as the units. By this, I mean that the group of boys from one street who go to the school play the group from some other street. Girls' games are held in a few schools. But there are few girls in most of the centers and they are of the adolescent type

CHARTS



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not highly interested in such games. In other centers, the girls are of the disciplinary type, who attract attention from the boys and cause unpleasant incidents which the schools are always striving to avoid.

Interschool Contests

At the same time that intra-school games were instituted, inter-school games were also started. Many people think this type of pupil cannot be allowed to travel between schools and play a game without getting into a fight. These pupils fight so much among themselves in their own school yard, it was thought quite possible some actions might occur which could not be justified by the school authorities. After nearly four years, in over 75 such games in which about 1500 players have taken part, I can state that not one occasion of anti-social behavior occurred between the players. Only twice did any unpleasant action take place after the game. One of those times, the boy who started it was an outsider who did not go to school; and in the other case a "booing" between rooters and players was caused by lack of preparation in school atmosphere before the game. I have personally refereed every one of these games, and I know that the boys have often felt and later said to their teacher, "He gypped us." But they never were openly discourteous. Boys' teams of normal intelligence and stable dispositions many times act worse.

Such inter-school contests give an air of regularity to the special school. These boys know they are in special schools. Many teachers have reported to me that the boys said, "Now we have teams and games with other schools, our school is a regular school like the others." An atmosphere of school spirit can be developed; loyalty to a larger group can be taught. Good social conduct results. The teams shake hands and give a cheer for each other at the end of the game. Many principals arrange a little luncheon for both teams afterwards and they drink lemonade and eat cookies together. Ill feelings do not last long under such circumstances.

The schedule at first was arranged for one game between two near-by centers in the fall, winter and spring. Only a few schools took part. By spring, 16 of the 20 centers were participating, and the next year and ever since every center of the 22 now in the city, which has the facilities, takes part.

The second year, a "home and home" series of games was arranged between two near-by centers. This allowed home rooters of both schools to see a game each season. As there are great physical differences in the school yards, the home team had a very good chance to win its home game. This aided the program by giving the feeling of success more often to some teams. If a team lost both games, its members usually admitted the other team was the better; and if they won one, they didn't care about the one they had lost.

Some centers have entered in a league with regular schools, but this participation has not been beneficial. The special school children were dismissed at 2:30 and had to wait until 3:45 or 4:00 o'clock to play. They were not fairly matched, had nothing in common socially, and were usually beaten by the regulars.

At the end of the fall intramural season two games are played between centers in volley ball, one at each school; two at the end of the winter season in class basket ball, and two at the end of the spring season in bat ball. Class basketball is a new game for the inter-school contests. Previously the seasonal sports were dodge ball, volley ball, and bat ball.

Teams walk between schools, or are transported in autos, or are given car fare from a school fund. Previous to this year, school tokens were used. The pupils like inter-school games very much, and ask me at the schools as I go around, "When do we play the ——— School?" Many adjacent schools now arrange additional games between their schools; and two such games between girls' teams have been played.

Problems of Administration

(Continued from page 5)

most capable teacher within the faculty for the various phases of the work. Many of these teachers are preparing for certification in this field through summer school and extension courses. The standards for certification are being gradually raised with the hope that all of the secondary school pupils will be receiving their instruction under trained teachers in the near future.

Athletic programs have constituted the health and physical education programs in many of the small high schools. There has been an over-emphasis on such programs which concern only the small, select group of athletes. Many of these schools have provided a coach with little or no training in the "program for all."

It is the policy of the Department of Public Instruction to encourage wholesome athletics for both girls and boys and athletics are a part of the larger program of health and physical education. For this reason, it is essential that teachers be employed who are capable of handling the entire program of health instruction and physical activities for all rather than accepting a "coach" as an adequately trained teacher.

VII. Administering Regulations to Secure the Articulation of Specialists and Other Superior Personnel

The regulations in our own case require that an approved health and physical education program be offered in every classified secondary school. The Secondary School Division of the Department of Public Instruction is charged with the responsibility of administering these regulations. Close coordination of activities has been affected between the Secondary School Division, and the Division of Health and Physical Education. Reports which are made by the Health and Physical Education Division are also made a part of the data which is utilized by the Secondary Division in preparing its annual classification report. Wherever possible, the general field workers from the Field of Secondary Education collaborate with those from the Health and Physical Education Division, thus securing a greater degree of articulation and coordination. It is a policy of both divisions to outline for the various school districts of the State a plan whereby they can progressively meet the requirements for classification. Each year the Department secures a report from each of the schools in the state and on the basis of this report the school is granted classification. An evaluation of each item is made at the time a report is submitted to the school district. This permits the Department to keep closely in touch with the development in the secondary schools. If a state organization is to function satisfactorily with reference to its service groups, there must be close articulation and coordination among these groups.

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Definite Approaches in Health

(Continued from page 23)

geography or civics begins or ends is not exactly clear, but all are inter-related with health in a real life situation.

A new milk ordinance is now being proposed for Louisville. Here is an event that can be followed with interest provided the children are informed of the many complications of the problem. Some of the topics to be discussed are: Why must such unusual precautions be taken with milk? How does a modern city safeguard milk? What has Louisville done in the past? What are the terms of the new ordinance? Why should the Public Health Service be interested in Louisville's milk supply?—We are educating boys and girls to take an active interest in civic affairs. Much of our legislation deals with public health, and ours is the opportunity.

We do not need to go far afield for definite approaches to health education. We no longer need to depend on fairies and clowns to make health attractive. The child and his environment furnish abundant material for us to use. It is we who need the vision to select the most worthwhile from the wealth of opportunities at hand. Health is a subject but it is infinitely more than a subject—"Health is a way of living."

Pioneers in Physical Education

(Continued from page 7)

Dr. Thomas D. Wood, and in 1886 took Dr. Sargent's course at Harvard in the summer. These were the starting points of his career which took him to Springfield in 1889, and to the Public Schools of New York in 1903.

I first met him in 1893 at Springfield. He had written offering me a position on the newly organized faculty at the Y.M.C.A. Training School, where he had already secured James Naismith, a classmate of mine. We spent the afternoon under the trees. I gave an exhibition of high jumping at which I was at that time an expert, and soon afterward wrote a paper for "The Triangle" called "Hints on Teaching the High Jump." This was one of the first papers I had ever written. I did not accept the position but we were intimate from that time on until shortly before his death. His was one of the most eager minds that I ever encountered. When the Olympic Games were held at St. Louis in 1904, we worked together on observations in temperature of athletes after strenuous competition such as the Marathon Race. He was in charge of the physical education exhibit on that occasion. His mind was always teeming with ideas for investigation, and his pen was always ready to put them down. The Public School Athletic League of New York was his idea, and he organized the great pageants in Central Park when he was Director of Physical Education in the schools there. He tried to found an Academy of Physical Education on the lines of the French Academy, and by tongue and pen constantly did missionary work for the cause of Physical Education both in the educational world and before popular audiences. The opportunity of "The Camp Fire Girls" appealed to him. His later years were taken up with that movement and his last days spent in their service. It was not for him to do the routine work that is necessary in all continuous organizations. He quickly tired of it, and his active mind was constantly reaching out for something new, but he did intensive and clear thinking. If you have not already done so, read, "Physical Education by Muscular Exercise," "The Efficient Life," and "The Healthful Art of Dancing." They give the flavor of his fine personality and are essential in the education of any teacher who wishes to have a full cultural knowledge of the progress of physical education.

Dr. Ernst Herman Arnold

Dr. Ernst Herman Arnold was born in Erfurt, Germany, in 1865. He died at Atlantic City in 1929. He was a "Turner" from his youth up, and put himself through the Medical School at Yale by teaching at New Haven. He joined the faculty of the Anderson Normal School of Gymnastics, and afterwards took it over as Arnold College, which he developed and managed as President until his death. He was a born teacher, a strict disciplinarian, and a clear thinker. During the "War of the Systems" he was always in the front rank ready to uphold his view with biting sarcasm or disdainful anecdote. No meeting of the A.P.E.A. was complete without a paper by him, and a paper usually meant a somewhat rambling talk filled with loosely connected series of stories, argument, and example, leading up to the main theme he wished to prove. On one occasion I gave an address to the graduates of his school and chose as my text the parable of "The Sower and the Seed," developing the idea of the different kinds of ground represented by the various types of student. I am sure he made no preparation for what he was to say himself, for he took my text after I had finished, and gave what was, I am sure, a much more interesting address on it than I had given.

This ability of his to grasp an idea and develop it was a remarkable gift, of which he constantly made use; but this readiness in debate can also be cultivated, and is worth working for. His most marked characteristic was a scorn for softness. His biting tongue never ceased to lash those who avoided a task because it was hard; and this had a most wholesome influence on Physical Education during a period, which is not yet over, when the tendency is to choose the easiest rather than the best way.

MORE and MORE! The demand for back copies of the Journal for the months listed below has not yet been met in full. We are appealing to members who have copies of these issues which are no longer needed to send them in. 30 cents for each copy of "Health and Physical Education" for February, 1931, January, 1931, and October and December, 1930, will be paid when they are received at the address below. We simply ask that they be wrapped securely or put in a large, heavy envelope.

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(Continued from page 13)

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Systems of Physical Education

(Continued from page 21)

TODAY there exists a remarkable interest in and appreciation of physical education. Nations everywhere are establishing their complete programs ("systems"). National schools for the training of teachers, compulsory training for school children, magnificent equipments, etc., are found everywhere. It is therefore pertinent to inquire what are the purposes and objectives behind these various programs, what are the desirable characteristics which these programs are stressing or should stress, and to what extent do or may these characteristics contribute to World Brotherhood and citizenship?

The work of Father Jähn had as a purpose the greatest objective which had motivated physical education up to his time—patriotism, love of the Fatherland. The same was true of the great Sokol movement. In part at least this was also in the mind of Baron de Coubertin together with the hope of International Friendship and amity as he re-established the Olympic Games.

And how splendidly Herbert's Methode Naturelle equipped for modern trench warfare and the passage through "No Man's Land"! To a stranger looking at the International Congress of Physical Education in Paris in 1913 the impression came unavoidably that the European national programs of physical education were based primarily upon patriotism and were primarily a preparation for the defense of the Fatherland.

One wonders if that is still the dominating motive in the new magnificent programs coming so splendidly to completion in Italy, Finland, Hungary, Roumania, Poland, and other countries. And one wonders if this is the motive of the transformed programs of Germany, Sweden, France and the United States of America. Have we a new and better purpose or have we simply realized that light athletics, games, sports, competition, the Methode Naturelle and Bukh's Primitive Gymnastics make better soldiers than corrective exercises and heavy apparatus stunts? The Americans believe that their highly developed competitive team games and their intense athletics produce initiative, leadership, determination, perseverance, self-sacrifice, self-control

and a cooperative spirit,—a "fighting spirit," which is the real essence of a true soldier. What is our purpose in these days? Is it patriotism in the sense of producing a soldier, or patriotism in the sense of producing true citizens, strong, healthy, happy, ready to cooperate in a new world order?

It has fallen to the Y.M.C.A. to set the new great ideal for modern physical education,—that of character development. It is the making of a citizen, capable and ready to die if necessary for his country, but fitted rather to *live* for his country. To this end the various characteristics and activities of physical education have been applied to the production and development of those characteristics and qualities in boys and young men such as attention, obedience, carriage, definiteness, correctness, skill, courage, emulation, initiative, self-control, self-sacrifice, and ability to make right social, ethical and emotional choices. These things mean good character. These things make good citizens of the New World. These are the characteristics and values which we demand from the modern, comprehensive, cosmopolitan, International "System" of physical education. The Y.M.C.A. of the World may, if it chooses, be the leader in this "system" of physical education.

You will pardon me I trust for having taken so great liberty with the subject which was assigned to me. I cannot feel that the discussion of the values of "systems" as such, is any longer of any importance. What is needed today is a recognition of the possible values of physical education and a reaffirming by the Y.M.C.A. of its traditional belief that sport under the leadership of trained men of the right spirit when properly conducted and controlled, has great possibilities for character development; and equally true that sport under a leadership of low ideals and without control and supervision degenerates into a degrading influence of which modern commercialism, professionalism, and sensationalism are illustrations. Sport is a powerful two-edged sword. It may cut either way. What this sword does depends upon who swings it and how!

What we in the Y.M.C.A. must do today is to discover capable men, train them in ideals and in the technique of using sport for character development (which technique remains yet to be largely discovered) and set an example of the possibilities in this direction. Fortunately we shall not be entirely alone for other organizations are also appreciating and striving for these ideals. But our leadership, our example and our effort is needed at this time and may be a great contribution to the Christian life of our age.

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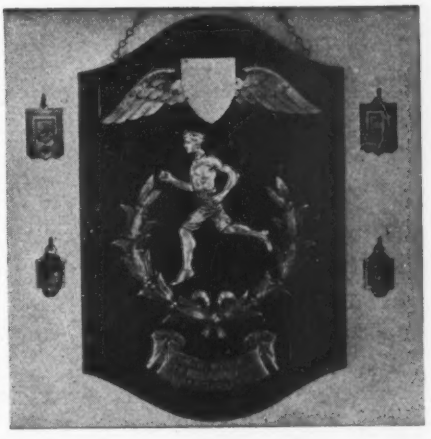

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A Symposium of Correctives

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Playgrounds and Safety

(Continued from page 10)

Several studies have been made of playground accidents. A number of these have been reported in bulletins of the Playground and Recreation Association of America. The Detroit study made under the direction of C. E. Brewer, Commissioner of Recreation,* showed that "accidents seem to happen most frequently within two blocks of playground locations during the entire year." Apparently fatal accidents to children were not as common on the main arteries as on interior streets, and often near the child's home. Detroit's study appeared to confirm the information previously mentioned concerning New York, for in July and August not as many children were killed as in other months of the year.

Los Angeles reported an interesting study of playground accidents** covering a period of 39 months. During the first 24 months of this period no particular safety plan was in operation and the accident rate was 2.04 per 100,000 attendance. In the last 15 months a comprehensive safety program was inaugurated and the accident rate was reduced to 1.27 per 100,000. Just as accident prevention programs have been successful in reducing industrial accidents and accidents to children —so a sound safety program for a playground system is effective in controlling accidents. Los Angeles found that while swings contributed the greatest number of accidents numerically, proportionately they are quite safe. Sliding poles and flying rings proved to be the most fruitful sources of apparatus accidents, with traveling rings and high slides second, and combination frames and horizontal bars next in order. Whether or not certain types of apparatus should be discontinued in playgrounds will depend upon the special situation. If it can be shown that supervision and instruction will tend to reduce accidents on specific apparatus, the accident hazard may be partly removed.

The study showed further that in types of play and athletics the percentage of usage factors contributed to accidents were as follows:

Grip lost	32.9
Playing in restricted areas	12.7
Tripping, falling	9.8
Collision	9.3
Pushing or crowding	8.7
Struck by bat, stick, or mallet, etc.	6.4
Unauthorized climbing	4.6
Standing instead of sitting	4.0

No general conclusions or specific recommendations to fit all types of playgrounds can be made from the data of these studies. However, they do show that safety programs organized for playgrounds do tend to reduce accidents. Moreover, they indicate the importance of supervision of various playground activities and strengthen the program of safety activities that have been suggested in preceding pages. Obviously, if safety patrols tend to reduce traffic hazards near playgrounds and at the same time help in the control of activities on the playground, patrols will be a useful part of the safety program for organized playgrounds.

Detroit has also issued an interesting check list of playground "hazards." These cover some of the common forms of wrong action on the part of children which may result in accidents.

1. Running from the playground and across the street without looking to the left and to the right.
2. Running into the street after a ball when an auto or a street car is in sight.
3. Running from the playground and darting between parked cars.
4. Hitching onto a truck, auto, or ice wagon, on the way to the playground.
5. Rolling a hoop from the playground into the street when autos and street cars are in sight.
6. Entering the wading pool when the weather is too cool, or after a hearty meal.
7. Remaining in the pool too long at one time.
8. Throwing rubbish into the pool.
9. Putting the feet through the rungs of the ladder of the giant stride.
10. Hooking on, or dropping, the giant stride chain while other children are swinging, without giving warning.
11. Shortening or crossing the giant stride chains.
12. Standing up in the swing, or pushing or running under it.
13. Coming down the slide in a standing position.
14. Allowing little children to climb the ladder alone.
15. Keeping the hands at the sides when coming down the slide.
16. Throwing stones on the playground.
17. Breaking bottles on the playground, or scattering broken glass in the sandbox.
18. Standing too near any of the swinging apparatus.
19. Climbing up onto any of the high apparatus, such as swing frames.
20. Using any of the apparatus when it is slippery from rain.

* See National Recreation Association Bulletin No. 1678.
** Ibid. Bulletin No. 2053.

Builders of Character

(Continued from page 25)

gymnasiums the child's temperament is continually stimulated to a full and free expression.

Such a teacher will be cheerful, for he will realize that the smile accomplishes more than the frown. His teaching and leadership will bubble with fun and merriment. The joy of being alive and alert to his opportunities will develop the traits of a happy lovable personality. He will feel the importance of his profession realizing that "Play is Education" and "Education is Play."

If you would be Builders of Character and not mere Teachers of Activities you will teach by example and lose none of your numberless opportunities to give the boys and girls a chance to practice right conduct. You will realize that the interests of childhood and youth give expression to basic or fundamental feelings which, for want of a better term, we call the instincts. Your opportunities are legion and a well developed funny bone will be one of your greatest assets in developing that enviable trait of personality—a functioning sense of humor.

And what of this third attribute of the Builder of Character—a backbone? Have you every stopped to

think of the number of decisions the successful teacher of physical education is called upon to make?....The children are excited. The game is at its height. The last two runners have started for the goal. They reach it. You announce the winner. A protest from the losing team. What a situation to handle!—Conduct has already resulted. Was it the best kind of conduct? Did you err in your decision? Shall you stick to your decision, or shall you listen to the protest? Can you think it over in the quiet of your room the next day, or must you act at once? What future conduct will result if you respect the protest? What future conduct will result if you stick to your first decision?

This simple illustration shows the quality we call backbone. The successful man or woman makes decisions quickly. Once made they stand by them until the evidence shows them to have made a mistake. The man or woman with a well developed backbone is also capable of changing a decision, for men and women of character make and change their decisions upon the basis of the principle involved. The Builder of Character will make decisions that in his best judgment will produce changed conduct. This changed conduct may weaken character. It may strengthen character. The teacher of physical education who fails to use that sound educational principle which says, "We learn by doing," is likely to become a mere Teacher of Activities, seeing only the perspiration, muscle, and skill aspects of the activity program.

The person with a well developed backbone will not only make quick decisions and stick to them, changing only when the facts show him to be in error, but will also believe that "Aggressive fighting for the right is the greatest sport the world knows." This statement from the lips of "Teddy" Roosevelt shows the determination and will power found in those possessing a well developed backbone. Teddy used to take long cross-country hikes with his children. The motto which he put before them went something like this: "Over, under or through, never around." This is expressive of the "stuff" we find in stimulating leadership.

Add to the ability to make quick decisions, determination and will power, a liberal supply of patience, with plenty of willingness to work, and we have the prescription for a well developed backbone.

In this present period of world-wide depression and political chaos, some are prone to believe that "the good old days are gone forever." Nothing could be farther from the truth. If we insist on keeping wages up and raise the standards of living of the two million Americans now living on the kerosene lamp, hand to mouth existence—a better, happier, stable America will result.

Our leisure time is increasing and we cannot stop it. If we believe it we shall see the abundant opportunities that lie ahead in the field of health and physical education. Let us not lose the pioneer spirit. Let us develop the wishbone, funny bone, and backbone so that the old in education will not become a hitching post, and the new will become a guide post. Then and then only will we become Builders of Character not mere Teachers of Activities.

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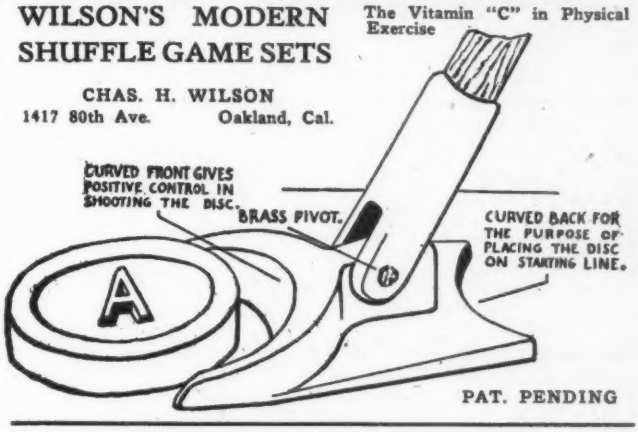
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Personal Hygiene Applied. Fourth Edition. Jesse Feiring Williams, M.D. W. B. Saunders Company. 520 pp. 145 illus. $2.25.

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The Football Quizzer. William J. Sheeley. A. S. Barnes & Company. 1931. 100 pp. 50c.

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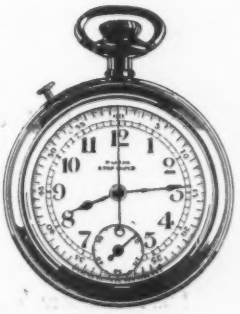

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